DOCUMENT RESUME

ED 210 293 TM 810 937

TITLE	National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 6: Description and Analysis of Program Data, Basic Educational Skills Initiative [and] Project Report 7: Description and Analysis of Program Data, Head Start Sample Programs. Appendices. Draft.
INSTITUTION	NTS Research Corp., Durham, N.C.
SPONS AGENCY	Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE	[80]
CONTRACT	HEW-105-78-1306
NOTE	424p.: Appendices for TM 810 936; For other related documents, see TM 810 938-942.
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Basic Skills; *Classroom Observation Techniques; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Interviews; Preschool Education; *Preschool Evaluation; *Program Evaluation; Scores
IDENTIFIERS	*Project Head Start

ABSTRACT

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. This volume contains the data collection instruments used during the site visits to 65 selected Head Start Programs (interview instruments, and the Alternative Classroom Environment Scales) and the responses to each of those instruments. (BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210293

Project Report 6: Description and Analysis of Program Data
Basic Educational Skills Initiative

Project Report 7: Description and Analysis of Program Data
Head Start Sample Programs

APPENDICES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TM 810 937

TABLE OF CONTENTS

PAGE

Appendix A - Interview Instruments

Program Description Interview A-1
Center Description Interview A-15
Teacher Interview A-54

Appendix B - Classroom Observation Instrument: Alternative Classroom Environment Scales B-1

Appendix C - Item Responses to the Program Description Interview C-1

Appendix D - Item Responses to the Center Description Interview D-1

Appendix E - Item Responses to the Teacher Interview E-1

Appendix F - Results of Classroom Observation on Alternative Classroom Environment Scales

Introduction to Appendix F F-1
Classroom Setting F-3
Engaged Time F-21
Allocated Time F-24
Instructional Behaviors F-31
Teacher Behavior Checklist F-38
Tangible Resources Checklist F-59

Appendix A

Interview Instruments:

Program Description Interview
Center Description Interview
Teacher Interview

PROGRAM DESCRIPTION INTERVIEW

SPRING 1979

☐	☐	☐
FORM \#	HS(1) BES(2)	SITE \#

INTERVIEWER NAME ______________________

DATE OF INTERVIEW ____/____/____
MO. DAY YR.

BEFORE WE BEGIN, I WANT TO MENTION AGAIN OUR PURPOSE FOR TALKING WITH YOU. I WORK FOR A COMPANY CALLED NTS RESEARCH CORPORATION. WE ARE COLLECTING INFORMATION ABOUT HEAD START PROGRAMS FOR THE ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES IN WASHINGTON D.C. — THE HEW AGENCY WHICH ADMINISTERS THE HEAD START PROGRAM. WE ARE ASKING QUESTIONS OF STAFF MEMBERS AT 47 HEAD START PROGRAMS ACROSS THE COUNTRY. WE WILL BE SPEAKING WITH

- PROGRAM DIRECTORS
- CENTER DIRECTORS AND
- TEACHERS

WE ARE HOPING THAT THESE STAFF MEMBERS CAN PROVIDE US WITH AN ACCURATE PICTURE OF THE HEAD START PROGRAM AT WHICH THEY WORK AND CAN OFFER US SOME VALUABLE INSIGHTS INTO ITS DAY TO DAY OPERATIONS.

ANSWERING THESE QUESTIONS IS VOLUNTARY. THE ANSWERS THAT YOU GIVE ME WILL BE USED ONLY FOR THE PURPOSE OF STUDYING THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN IN HEAD START. IF THERE ARE ANY QUESTIONS THAT YOU DO NOT WISH TO ANSWER, YOU ARE FREE TO SKIP THEM.

I WOULD APPRECIATE WHATEVER HELP YOU CAN OFFER IN ANSWERING THE FOLLOWING QUESTIONS ABOUT YOUR PROGRAM.

BEFORE I START THE INTERVIEW I NEED FOR YOU TO COMPLETE THIS CONSULTANT FORM WHICH WILL ALLOW US TO PAY YOU A $10.00 FEE FOR YOUR ASSISTANCE IN THIS STUDY.

PROGRAM STAFF CONSULTANT FORM
HEAD START/BASIC EDUCATIONAL SKILLS STUDY

NTS Research Corporation
2634 Chapel Hill Boulevard
Durham, North Carolina 27707

Consultant's Name (print) ______________________
Position ______________________
Address ______________________
____
____
Telephone ______________________
Social Security Number ______________________

I agree to serve as a consultant to NTS Research Corporation on the development of interviews to be used in a study of Head Start/Basic Educational Skills programs.

I agree to be interviewed with a pilot version of either the Program Director Interview, Center Director Interview, or the Teacher Interview. I understand that my answers to the interview questions will help NTS improve the interview before it is used in the Head Start/Basic Educational Skills study as well as collect initial program information.

I have been told that the information from the interview with me will be confidential. Only authorized people will be allowed to see any of the interview records.

I will receive $10 for serving as a consultant to NTS Research Corporation.

____
Date

____
Signature of Consultant

The consultant has responded to the (check one) _____ Program Director Interview, _______ Center Director Interview, or _______ Teacher Interview and will receive $10 from NTS Research Corporation.

____
Date

____
Signature of Authorized NTS Employee

TIME STARTED ______ AM
PM

SECTION I. PROGRAM BACKGROUND DATA.

PROGRAM NAME ____________________

ADDRESS ____________________
STREET NUMBER STREET NAME

____
CITY STATE ZIP

PHONE NUMBER (   ) ____________________
AREA CODE TELEPHONE # EXTENSION

PROGRAM DIRECTOR
OR RESPONDENT ____________________
TITLE (DR., MS., MR., ETC.)

____
FIRST NAME MI LAST NAME

8

SECTION II: Progress Information Report (PIR)

PROGRAM DESCRIPTION INTERVIEW

THIS IS BACKGROUND INFORMATION WE HAVE COLLECTED FROM YOUR MOST RECENT PROGRAM INFORMATION REPORT (P.I.R.). WOULD YOU GLANCE AT IT AND TELL ME IF THIS INFORMATION IS STILL ACCURATE?

1. TYPE OF DELEGATE AGENCY: (PIR-4)

CITY	01
LOCAL COMMUNITY ACTION AGENCY	02
SCHOOL SYSTEM	03
INSTITUTE OF HIGHER LEARNING (COLLEGE, UNIVERSITY)	04
PRIVATE NON-PROFIT ORGANIZATION	05
OTHER *(SPECIFY)* ________________	06

2. AREA SERVED: (PIR-4)

CITY	01
COUNTY	02
CITY/COUNTY	03
MULTI-COUNTY	04

3. TYPE OF PROGRAMS OFFERED: (PIR-5)

PART DAY	01
FULL DAY	02

4. STAFF:
ETHNICITY
(ENTER TOTAL NUMBER IF 0 ENTER 0)
(PIR-8)

	TOTAL
WHITE	____
BLACK	____
HISPANIC	____
ASIAN/PACIFIC ISLANDER	____
AMERICAN INDIAN/NATIVE ALASKAN	____
OTHER *(SPECIFY)*	
1. ________________	____
2. ________________	____
3. ________________	____
TOTAL NUMBER OF CYF PAID STAFF	____

5. HOW MANY ON YOUR STAFF ARE:
(IF 0 ENTER 0)
(PIR-9)

	TOTAL
CDA CREDENTIALED.	______
WITH B.A. IN EARLY CHILDHOOD. . .	______
HEAD START PARENTS.	______
VOLUNTEERS.	______

6. BUD DELETE UNT OF CYF FUNDING FOR PRESENT PROGRAM YEAR.

$______________________.

7. FULL DAY PROGRAMS *(If 0 enter 0.)*
(PIR-14)

	TOTAL
TOTAL NUMBER OF CENTERS OPERATED.	______
TOTAL NUMBER OF CLASSROOMS.	______
TOTAL NUMBER OF DAYS OF OPERATION	______
TOTAL NUMBER OF HOURS OF CLASSROOM OPERATION.	______

8. PART DAY PROGRAMS *(If 0 enter 0.)*

	TOTAL
TOTAL NUMBER OF CENTERS OPERATED.	______
TOTAL NUMBER OF CLASSROOMS.	______
TOTAL NUMBER OF DAYS OF OPERATION:	
STANDARD H.S. MODEL.	______
VARIATION IN ATTENDANCE.	______
DOUBLE SESSION	______
HOME BASED	______
LOCALLY DESIGNED OPTIONS	______
TOTAL NUMBER OF HOURS OF CLASSROOM OPERATION.	______

9. ENROLLMENT
(ENTER TOTAL NUMBER
IF 0 ENTER 0)
(PIR-15)

	TOTAL
PLANNED ENROLLMENT.	______
ACTUAL ENROLLMENT	______
TOTAL NUMBER ABOVE POVERTY LEVEL	______
TOTAL NUMBER BELOW POVERTY LEVEL	______
TOTAL NUMBER OF DROP-OUTS	______

10. ETHNIC COMPOSITION OF CHILDREN SERVED:
(ENTER TOTAL NUMBER
IF 0 ENTER 0)
(PIR-15 B3)

	TOTAL
WHITE	____
BLACK	____
HISPANIC.	____
ASIAN/PACIFIC ISLANDER.	____
AMERICAN INDIAN/ALASKAN NATIVE. .	____
OTHER *(SPECIFY)*	
1. ____________ . .	____
2. ____________ . .	____

11. AGE COMPOSITION: NUMBER OF
(IF 0 ENTER 0)
(PIR-15 B4)

	TOTAL
3 YEAR OLDS AND YOUNGER	____
4 YEAR OLDS	____
5 YEAR OLDS	____
6 YEAR OLDS	____

SECTION III: Staffing and Center Data

12. IN ADDITION TO THIS INFORMATION WE HAVE ACQUIRED FROM THE P.I.R., THERE ARE A FEW MORE QUESTIONS WE WOULD LIKE TO ASK ABOUT YOUR PROGRAM.

    WOULD YOU PLEASE COMPLETE THE CHART ON THE NEXT PAGE FOR ALL KEY STAFF WHO REPORT TO THE PROGRAM DIRECTOR RATHER THAN TO A CENTER DIRECTOR. (I.E., IF A STAFF MEMBER IS RESPONSIBLE TO THE PROGRAM RATHER THAN TO A PARTICULAR CENTER.)

    PLEASE BEGIN THE CHART WITH THE PROGRAM DIRECTOR.

	(PRINT)	(PRINT)	Employment Status *Circle One*				Personal Info		Education		CDA Status			
	Name	Title	full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/major	attained	currently enrolled	length of time in this position	physical location of office
1.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
2.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
3.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
4.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
5.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
6.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
7.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
8.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
9.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
10.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O

(PRINT) Name	(PRINT) Title	Employment Status *Circle One*				Personal Info		Education		CDA Status		length of time in this position	physical location of office
		full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/major	attained	currently enrolled		
11.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
12.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
13.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
14.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
15.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
16.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
17.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
18.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
19.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
20.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O

(PRINT) Name	(PRINT) Title	Employment Status *Circle One*				Personal Info		Education		CDA Status		length of time in this position	physical location of office
		full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/major	attained	currently enrolled		
21.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
22.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
23.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
24.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
25.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
26.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
27.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
28.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
29.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O
30.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O

	(PRINT)	(PRINT)	Employment Status *Circle One*				Personal Info		Education		CDA Status				
	Name	Title	full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/ major	attained	currently enrolled	length of time in this position	physical location of office	language spoken other than
31.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
32.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
33.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
34.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
35.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
36.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
37.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
38.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
39.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O
40.			01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	_____yrs. _____mos.	D C O	S A A E O

or Program Office enter 00).

CENTER 1 TO PROGRAM/DELEGATE . . . . ________
CENTER 2 TO PROGRAM/DELEGATE . . . . ________
CENTER 3 TO PROGRAM/DELEGATE . . . . ________
CENTER 4 TO PROGRAM/DELEGATE . . . . ________
CENTER 5 TO PROGRAM/DELEGATE . . . . ________
CENTER 6 TO PROGRAM/DELEGATE . . . . ________
CENTER 7 TO PROGRAM/DELEGATE . . . . ________
CENTER 8 TO PROGRAM/DELEGATE . . . . ________
CENTER 9 TO PROGRAM/DELEGATE . . . . ________
CENTER 10 TO PROGRAM/DELEGATE . . . . ________
CENTER 11 TO PROGRAM/DELEGATE . . . . ________
CENTER 12 TO PROGRAM/DELEGATE . . . . ________
CENTER 13 TO PROGRAM/DELEGATE . . . . ________
CENTER 14 TO PROGRAM/DELEGATE . . . . ________
CENTER 15 TO PROGRAM/DELEGATE . . . . ________
CENTER 16 TO PROGRAM/DELEGATE . . . . ________
CENTER 17 TO PROGRAM/DELEGATE . . . . ________
CENTER 18 TO PROGRAM/DELEGATE . . . . ________
CENTER 19 TO PROGRAM/DELEGATE . . . . ________
CENTER 20 TO PROGRAM/DELEGATE . . . . ________
CENTER 21 TO PROGRAM/DELEGATE . . . . ________
CENTER 22 TO PROGRAM/DELEGATE . . . . ________
CENTER 23 TO PROGRAM/DELEGATE . . . . ________
CENTER 24 TO PROGRAM/DELEGATE . . . . ________
CENTER 25 TO PROGRAM/DELEGATE . . . . ________

15. IN EACH OF THE CENTERS IN YOUR PROGRAM:

15A. HOW MANY 4 YEAR OLDS ARE SERVED?

15B. HOW MANY 4 YEAR OLD CLASSES ARE THERE?

	NUMBER OF CHILDREN	NUMBER OF CLASSES
CENTER 1	________	________
CENTER 2	________	________
CENTER 3	________	________
CENTER 4	________	________
CENTER 5	________	________
CENTER 6	________	________
CENTER 7	________	________
CENTER 8	________	________
CENTER 9	________	________
CENTER 10	________	________
CENTER 11	________	________
CENTER 12	________	________
CENTER 13	________	________
CENTER 14	________	________
CENTER 15	________	________
CENTER 16	________	________
CENTER 17	________	________
CENTER 18	________	________
CENTER 19	________	________
CENTER 20	________	________
CENTER 21	________	________
CENTER 22	________	________
CENTER 23	________	________
CENTER 24	________	________
CENTER 25	________	________

TIME COMPLETED ________ AM PM

CENTER DESCRIPTION INTERVIEW

SPRING 1979

☐☐	☐	☐☐
FORM NO.	HS=1 BES=2	SITE NO.

INTERVIEWER NAME ____________________

DATE OF INTERVIEW __/___/__
MO DAY YR

BEFORE WE BEGIN, I WANT TO MENTION AGAIN OUR PURPOSE FOR TALKING WITH YOU. I WORK FOR A COMPANY CALLED NTS RESEARCH CORPORATION. WE ARE COLLECTING INFORMATION ABOUT HEAD START PROGRAMS FOR THE ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES IN WASHINGTON D.C. -- THE HEW AGENCY WHICH ADMINISTERS THE HEAD START PROGRAM. WE ARE ASKING QUESTIONS OF STAFF MEMBERS AT 47 HEAD START PROGRAMS ACROSS THE COUNTRY. WE WILL BE SPEAKING WITH

- PROGRAM DIRECTORS
- CENTER DIRECTORS AND
- TEACHERS

WE ARE HOPING THAT THESE STAFF MEMBERS CAN PROVIDE US WITH AN ACCURATE PICTURE OF THE HEAD START PROGRAM AT WHICH THEY WORK AND CAN OFFER US SOME VALUABLE INSIGHTS INTO ITS DAY TO DAY OPERATIONS.

ANSWERING THESE QUESTIONS IS VOLUNTARY. THE ANSWERS THAT YOU GIVE ME WILL BE USED ONLY FOR THE PURPOSE OF STUDYING THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN IN HEAD START. IF THERE ARE ANY QUESTIONS THAT YOU DO NOT WISH TO ANSWER, YOU ARE FREE TO SKIP THEM.

I WOULD APPRECIATE WHATEVER HELP YOU CAN OFFER IN ANSWERING THE FOLLOWING QUESTIONS ABOUT YOUR CENTER.

BEFORE I START THE INTERVIEW I NEED FOR YOU TO COMPLETE THIS CONSULTANT FORM WHICH WILL ALLOW US TO PAY YOU A $10.00 FEE FOR YOUR ASSISTANCE IN THIS STUDY.

PROGRAM STAFF CONSULTANT FORM
HEAD START/BASIC EDUCATIONAL SKILLS STUDY

NTS Research Corporation
2634 Chapel Hill Boulevard
Durham, North Carolina 27707

Consultant's Name (print)________________________________
Position ________________________________
Address ________________________________
____
Telephone ________________________________
Social Security Number________________________

I agree to serve as a consultant to NTS Research Corporation on the development of interviews to be used in a study of Head Start/Basic Educational Skills programs.

I agree to be interviewed with a pilot version of either the Program Director Interview, Center Director Interview, or the Teacher Interview. I understand that my answers to the interview questions will help NTS improve the interview before it is used in the Head Start/Basic Educational Skills study as well as collect intial program information.

I have been told that the information from the interview with me will be confidential. Only authorized people will be allowed to see any of the interview records.

I will receive $10 for serving as a consultant to NTS Research Corporation.

____
Date

____
Signature of Consultant

The consultant has responded to the (check one) _____ Program Director Interview, ________ Center Director Interview, or ________ Teacher Interview and will receive $10 from NTS Research Corporation.

____
Date

____
Signature of Authorized NTS Employee

TIME STARTED________PM

1. *(Interviewer: Complete this question by your own observation.)*

Please Describe the general facilities:

School Building 01
Church 02
Recreation Center, ...03
Other (Specify) ____________________ *04*

1a. HOW WOULD YOU DESCRIBE THE AREA SERVED BY YOUR CENTER?

CITY. 01
CITY/COUNTY 02
COUNTY. 03
MULTI-COUNTY. . . . 04

2. HOW FAR FROM THE CENTER DO MOST OF THE CHILDREN AND PARENTS LIVE?

LESS THAN 2 MILES . . . 01
2 - 5 MILES 02
MORE THAN 5 MILES . . . 03

3. HOW ARE THE CHILDREN TRANSPORTED FROM HOME TO THE CENTER?

	YES	NO
WALK.	01	02
PARENTS DRIVE	01	02
PUBLIC TRANSPORTATION	01	02
PROGRAM BUS OR TRANSPORTATION	01	02
other *(SPECIFY)*		
1. ________________.	01	02
2. ________________.	01	02
3. ________________.	01	02

4. WHAT TYPE OF PROGRAM DO YOU OFFER, THAT IS, IS IT:

	YES	NO
FULL DAY? (4 OR MORE HOURS)	01	02
PART DAY? (LESS THAN 4 HOURS)	01	02
HOME BASED?	01	02
LOCALLY DESIGNED OPTION?.	01	02
DOUBLE SESSION? (different group of children in session in morning and in the afternoon).	01	02

5. WHAT IS THE TOTAL NUMBER OF CLASSES HELD AT THIS CENTER?

(BY CLASS WE MEAN GROUPS OF CHILDREN, NOT CLASSROOMS.)

______ TOTAL NUMBER OF CLASSES

6. NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT EACH OF THE ______ CLASSES IN YOUR CENTER. LET'S BEGIN BY LISTING THE CLASSES BY TEACHER NAME. IF A TEACHER HAS MORE THAN ONE CLASS (GROUP OF CHILDREN) WE WILL LIST THE TEACHER'S NAME TWICE, ETC. LET'S BEGIN. . .

6A. PLEASE GIVE ME THE TEACHER'S NAME FOR EACH CLASS (GROUP OF CHILDREN) IN YOUR CENTER. *(PRINT THE NAMES IN COLUMN A.)*

NOTE: *(COMPLETE QUESTIONS 6B THROUGH 6D BY TEACHER LINE.)*
(ACROSS THE TABLE.)

6B. WHAT IS THE TOTAL NUMBER OF CHILDREN IN *(TEACHER'S NAME)* CLASS?

6C. AT THE BEGINNING OF THE SCHOOL YEAR, HOW MANY OF THE CHILDREN IN THIS CLASS WERE 3 YEAR OLDS? 4 YEAR OLDS? AND 5 YEAR OLDS?

6D. FOR EACH DAY OF THE WEEK, WHAT ARE THE HOURS FOR THE CLASS? *(IF CLASS IS NOT HELD ENTER AN X THROUGH THE CORRESPONDING BOX.)*

A	B	C			D				
Teacher's Name	Total # of Children	Total # of Children (By age groups)			Time Intervals				
		3-4	4-5	5-6	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					___To___	___To___	___To___	___To___	___To
2.					___To___	___To___	___To___	___To___	___To
3.					___To___	___To___	___To___	___To___	___To
4.					___To___	___To___	___To___	___To___	___To
5.					___To___	___To___	___To___	___To___	___To
6.					___To___	___To___	___To___	___To___	___To
7.					___To___	___To___	___To___	___To___	___To
8.					___To___	___To___	___To___	___To___	___To
9.					___To___	___To___	___To___	___To___	___To
10.					___To___	___To___	___To___	___To___	___To
11.					___To___	___To___	___To___	___To___	___To
12.					___To___	___To___	___To___	___To___	___To
13.					___To___	___To___	___To___	___To___	___To
14.					___To___	___To___	___To___	___To___	___To
15.					___To___	___To___	___To___	___To___	___To
16.					___To___	___To___	___To___	___To___	___To
17.					___To___	___To___	___To___	___To___	___To
18.					___To___	___To___	___To___	___To___	___To
19.					___To___	___To___	___To___	___To___	___To
20.					___To___	___To___	___To___	___To___	___To

7. ON THE CALENDAR BELOW PLEASE CROSS OUT EACH DAY THE CHILDREN ARE NOT AT THE CENTER (I.E. WEEKENDS, VACATION DAYS, HOLIDAYS, SUMMER BREAK, ETC.)

1978

AUGUST

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

______

SEPTEMBER

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

______

OCTOBER

s	m	t	w	t	f	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

______

NOVEMBER

s	m	t	w	t	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

______

DECEMBER

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

______

1979

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

______

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

______

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

______

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

______

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

______

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

______

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

______

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

______

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

______

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

______

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

______

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

______

TOTAL

8. WHAT IS YOUR TOTAL ENROLLMENT NOW FOR THE WHOLE CENTER? ____

9. WHAT IS YOUR AVERAGE DAILY ATTENDANCE FOR THE WHOLE CENTER? ____

10. FOR THIS SCHOOL YEAR, HOW MANY DROP-OUTS HAVE YOU HAD UP TO NOW? *(If 0 enter 0)* ____

11. WHAT IS THE ETHNIC COMPOSITION OF THE CHILDREN YOU SERVE?

HOW MANY ARE: *(If 0 enter 0)*

TOTAL

WHITE (NOT OF HISPANIC ORIGIN) . . ____
BLACK (NOT OF HISPANIC ORIGIN) . . ____
HISPANIC . . . . ____
PACIFIC ISLANDER, ASIAN. . . . . . ____
AMERICAN INDIAN. NATIVE ALASKAN. . ____
other *(specify)*
1. ____________ . . ____
2. ____________ . . ____
3. ____________ . . ____

12. ABOUT HOW MANY CHILDREN IN YOUR CENTER CANNOT SPEAK ENGLISH FLUENTLY BECAUSE THEY HAVE ANOTHER PRIMARY LANGUAGE?

________ number of children *(IF NONE ENTER 00.)*
(IF 00 GO TO Q.14.)

13. OF THESE ________ (NUMBER) CHILDREN, HOW MANY SPEAK THE FOLLOWING LANGUAGES AS THEIR PRIMARY LANGUAGE? *(If 0 enter 0)*

TOTAL

SPANISH . . . . ____
AMERICAN INDIAN LANGUAGE . . . . . ____
ASIAN LANGUAGES. . . . . ____

other *(specify)*
1. ____________ . . ____
2. ____________ . . ____
3. ____________ . . ____

13a. HOW LONG HAS YOUR CENTER BEEN A HEAD START CENTER?

________ years ________ months

SECTION II: PROGRAM ADMISSIONS Respondent Title:____________

14. HOW DO PARENTS MOST OFTEN FIND OUT ABOUT YOUR PROGRAM? DO YOU USE ANY OF THE FOLLOWING METHODS?

	NO	YES
DOOR-TO-DOOR RECRUITMENT CAMPAIGN.	02	01
POSTERS IN HOUSING PROJECTS, GROCERY STORES, COMMUNITY CENTERS, ETC.	02	01
RADIO, OR NEWSPAPER ADS.	02	01
WORD-OF-MOUTH.	02	01
OLDER CHILDREN WERE IN HEAD START.	02	01
OTHER *(specify)*		
1.____________	02	01
2.____________	02	01
3.____________	02	01

15. IF YOU ARE UNABLE TO SERVE ALL THE FAMILIES WHO SIGN UP FOR HEAD START, HOW DO YOU DECIDE WHOM TO SERVE?

We have always been able to accept all that apply. 01 *(Go to Q.16)*

	NO	YES	*RANK*
BY: LOWEST INCOME FIRST.	02	01	____
FIRST COME-FIRST SERVED.	02	01	____
HANDICAPPED	02	01	____
OLDER HEAD START SIBLINGS.	02	01	____
OTHER *(specify)*			
1.____________	02	01	____
2.____________	02	01	____
3.____________	02	01	____

15a. PLEASE RANK THESE ____________ (total number circled yes above) IN ORDER OF IMPORTANCE WITH 1 BEING THE MOST IMPORTANT.
(Interviewer: Read each circled category and have respondent rank. If only 1 category circled, enter 1 and go to Q.16.)

16. WHO IS INVOLVED IN SETTING ADMISSIONS POLICY? *circle all that apply*

agency has a policy we follow.	.01
PROGRAM DIRECTOR.	.02
CENTER DIRECTOR.	.03
TEACHER.	.04
COORDINATORS	.05
PARENT ADVISORY COMMITTEE.	.06
other *(specify)*	
1.____________	07
2.____________	08
3.____________	09

17. MOST COMMUNITIES OFFER SEVERAL DIFFERENT ARRANGEMENTS FOR PROVIDING EDUCATION TO 5 YEAR OLDS IN THEIR AREA. (KINDERGARTENS, DAY CARE, ETC.) WHAT PROVISIONS ARE AVAILABLE FOR THE EDUCATION OF 5 YEAR OLDS IN YOUR AREA?

	YES	NO
MANDATORY PUBLIC KINDERGARTEN.	01	02
OPTIONAL PUBLIC KINDERGARTEN	01	02
PRIVATE KINDERGARTEN	01	02
PUBLIC DAY CARE.	01	02
PRIVATE DAY CARE	01	02
CONTINUE IN HEAD START	01	02
OTHER *(SPECIFY)*		
1. ________________________________ . .	01	02

Question 18 and 19 for BES only - Head Start Go to Q. 20.

BES ONLY

18. WHAT SCHOOLS WILL YOUR CHILDREN ENTER AFTER COMPLETING YOUR PROGRAM? PLEASE TELL ME THE NAMES, LOCATIONS AND APPROXIMATE NUMBER OF CHILDREN FROM YOUR PROGRAM ENTERING EACH IN THE FALL.

SCHOOL NAME	CITY STATE	ABOUT HOW MANY OF YOUR CENTER'S CHILDREN WILL ENTER THIS SCHOOL IN THE FALL OF 1980
1.		
2.		
3.		
4.		
5.		
6.		

BES ONLY 19. WHAT SPECIAL ARRANGEMENTS DID YOU HAVE TO MAKE FOR ENTRY INTO THE SCHOOLS IN WHICH YOUR BES CHILDREN WILL ATTEND?

did not make special arrangements 01

	YES	NO
NEGOTIATIONS WITH SCHOOL BOARDS.	01	02
NEGOTIATIONS WITH PARENTS.	01	02
TRANSPORTATION ARRANGEMENTS.	01	02
POTENTIAL REIMBURSEMENT OF SCHOOL DISTRICTS AND/OR SCHOOLS.	01	02
WAIVERS OF SCHOOL DISTRICT POLICIES.	01	02
WAIVERS OF DESEGREGATION REQUIREMENTS.	01	02
other *(SPECIFY)*		
1. ____________________ . .	01	02
2. ____________________ . .	01	02
3. ____________________ . .	01	02

20. WOULD YOU PLEASE COMPLETE THE CHART ON THE NEXT PAGE FOR ALL KEY STAFF IN YOUR CENTER WHO REPORT TO THE CENTER DIRECTOR RATHER THAN TO THE DELEGATE OR GRANTEE? *(Please start with the Respondent).*

EMPLOYMENT STATUS. . . *CIRCLE APPROPRIATE CODE*

ETHNICITY. . . . . . . *CIRCLE APPROPRIATE CODE*

WHITE (NOT OF HISPANIC ORIGIN) . . . W
BLACK (NOT OF HISPANIC ORIGIN) . . . B
HISPANIC . . . . H
PACIFIC ISLANDER . . . . PI
AMERICAN INDIAN. . . . . AI
OTHER . . . . O

DEGREE . . . . *CIRCLE APPROPRIATE CODE*

LESS THAN HIGH SCHOOL. . . . LH
HIGH SCHOOL. . . . . HS
ASSOCIATE DEGREE (2 YRS.). . AD
BACHELORS DEGREE (4 YRS.). . BA
MASTERS DEGREE . . . . MA
PHD. . . . . PH

SUBJECT-MAJOR. . . . . WRITTEN ENTRY

CDA STATUS. . . . . . . *CIRCLE APPROPRIATE CODE*

LENGTH OF TIME IN
THIS POSITION . . . . ENTER YEARS AND MONTHS

PHYSICAL LOCATION
OF OFFICE . . . . . . *CIRCLE APPROPRIATE CODE*

DELEGATE/PROGRAM OFFICE. . . .
CENTER . . . .
OTHER OFFICE . . . .

LANGUAGE SPOKEN OTHER
THAN ENGLISH. . . . . *CIRCLE ALL THAT APPLY*

SPANISH. . . . .
AMERICAN INDIAN. . . . .
ASIAN. . . . .
EUROPEAN . . . .
OTHER. . . . .

		Employment Status *Circle One*				Personal Info		Education		CDA Status				
Name	Title	full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/major	attained	currently enrolled	length of time in this position	physical location of office	language spoken other than
1.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
2.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
3.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
4.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
5.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
6.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
7.		01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
8.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
9.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
10.		01	02	03	04	W B H PI AT O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O

00 31

EMPLOYMENT STATUS. . .*CIRCLE APPROPRIATE CODE*

ETHNICITY. . . . . . .*CIRCLE APPROPRIATE CODE*

WHITE (NOT OF HISPANIC ORIGIN) . . .W
BLACK (NOT OF HISPANIC ORIGIN) . . .B
HISPANIC . . . . .H
PACIFIC ISLANDER . . . . .PI
AMERICAN INDIAN. . . . . .AI
OTHER . . . . .O

DEGREE . . . .*CIRCLE APPROPRIATE CODE*

LESS THAN HIGH SCHOOL. . . . LH
HIGH SCHOOL. . . . . HS
ASSOCIATE DEGREE (2 YRS.). . AD
BACHELORS DEGREE (4 YRS.). . BA
MASTERS DEGREE . . . . MA
PHD. . . . . PH

SUBJECT-MAJOR. . . . .WRITTEN ENTRY

CDA STATUS. . . . . . .*CIRCLE APPROPRIATE CODE*

LENGTH OF TIME IN
THIS POSITION . . . .ENTER YEARS AND MONTHS

PHYSICAL LOCATION
OF OFFICE . . . . . .*CIRCLE APPROPRIATE CODE*

DELEGATE/PROGRAM OFFICE. . . .
CENTER . . . .
OTHER OFFICE . . . .

LANGUAGE SPOKEN OTHER
THAN ENGLISH. . . . .*CIRCLE ALL THAT APPLY*

SPANISH. . . . .
AMERICAN INDIAN. . . . .
ASIAN. . . . .
EUROPEAN . . . .
OTHER. . . . .

	Name	Title	Employment Status *Circle One*				Personal Info		Education		CDA Status		length of time in this position	physical location of office	language spoken other than
			full time	part time	volunteer	CETA/WIN	ethnicity	sex	highest degree	subject/ major	attained	currently enrolled			
11.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
12.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
13.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
14.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
15.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
16.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
17.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
18.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
19.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O
20.			01	02	03	04	W B H PI AI O	M F	LH HS AD BA MA PH		01	02	____yrs. ____mos.	D C O	S A O

21. DO ANY OTHER PEOPLE PROVIDE SERVICES TO THE CENTER OTHER THAN THE STAFF YOU JUST DESCRIBED? (FOR EXAMPLE, A SPEECH THERAPIST, PHYSICIAN, ETC.)

yes. 01
no . . . . . 02 *(GO TO Q.23)*

22. WHAT KIND OF PERSON PROVIDES THESE SERVICES?

CIRCLE ALL THAT APPLY		PRIVATE	SCHOOL SYSTEM	GRANTEE	DELEGATE	OTHER	*SPECIFY*
SPEECH THERAPIST.	.01..	.01	02	03	04	05	________
PHYSICIAN	.02..	.01	02	03	04	05	________
DENTIST	.03..	.01	02	03	04	05	________
PSYCHOLOGIST.	.04..	.01	02	03	04	05	________
SOCIAL WORKER	.05..	.01	02	03	04	05	________
NURSE.	.06..	.01	02	03	04	05	________
OCCUPATIONAL THERAPIST. . .	.07..	.01	02	03	04	05	________
other *(Specify)*							
1.________________. .	.08..	.01	02	03	04	05	________
2.________________. .	.09..	.01	02	03	04	05	________

(FOR EACH CIRCLED RESPONSE ASK Q.22A.)

22A. THROUGH WHICH ORGANIZATION(S) IS THIS PERSON FUNDED?

(CIRCLE APPROPRIATE FUNDING CODE IN Q. 22).

23. COMMUNICATION BETWEEN PRESCHOOL PROGRAMS AND PUBLIC SCHOOLS TAKES PLACE FOR MANY REASONS. WHICH OF THE FOLLOWING DO YOU DISCUSS WITH PUBLIC SCHOOL OFFICIALS?

almost no communication 01

	YES	NO
FUNDING	01	02
STAFF TRAINING.	01	02
PARENT INVOLVEMENT.	01	02
CURRICULUM.	01	02
INDIVIDUAL CHILDREN	01	02
other *(SPECIFY)*		
1. ______________________________ . .	01	02
2. ______________________________ . .	01	02
3. ______________________________ . .	01	02

SECTION IV: CONTINUITY WITH PUBLIC SCHOOLS

Respondent Title:________________

24. WHICH OF THE FOLLOWING DO YOU SHARE WITH THE PUBLIC SCHOOLS IN YOUR AREA?

	YES	NO
USE OF THEIR BUILDINGS.	01	02
USE OF THEIR OFFICES.	01	02
USE OF THEIR ADMINISTRATIVE PERSONNEL (E.G., ACCOUNTANTS, PAYROLL)	01	02
USE OF CONSULTANTS FROM THE SCHOOL SYSTEM	01	02
USE OF COORDINATORS OF PROGRAMS IN THE SCHOOLS. . . .	01	02
USE OF THEIR TRANSPORTATION SYSTEM.	01	02
USE OF THEIR TEACHERS	01	02
USE OF THEIR SUPERVISORS.	01	02
other *(SPECIFY)*________________________________ .	01	02

IF CODE 01 IS CIRCLED FOR TEACHERS OR SUPERVISORS GO TO Q.25. OTHERWISE, GO TO Q.27.

25. HOW OFTEN DO YOU USE THEIR TEACHERS AND SUPERVISORS?

	DAILY	2 TO 3 TIMES A WEEK	WEEKLY	LESS THAN WEEKLY
TEACHERS.	01	02	03	04
SUPERVISORS	01	02	03	04

26. WHAT ARE THE TASKS OR DUTIES OF THESE TEACHERS AND SUPERVISORS?

TEACHERS	SUPERVISORS
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________

27. WHAT ACTIVITIES DO YOU PERFORM TO PREPARE HEAD START CHILDREN FOR THE PUBLIC SCHOOLS?

	YES	NO
PUBLIC SCHOOL TEACHERS ATTEND TRAINING WITH HEAD START TEACHERS	01	02
PUBLIC SCHOOL TEACHERS VISIT HEAD START CLASSROOMS	01	02
HEAD START PARENTS VISIT PUBLIC SCHOOLS	01	02
HEAD START CHILDREN REGULARLY VISIT PUBLIC SCHOOLS	01	02
HEAD START CHILDREN VISIT PUBLIC SCHOOLS PRIOR TO ENROLLMENT	01	02
ROLE PLAYING IN HEAD START	01	02
EMPHASIZE ACADEMIC SKILLS DEVELOPMENT	01	02
EMPHASIZE SOCIAL SKILL DEVELOPMENT	01	02
TEACH CHILDREN TO FOLLOW DIRECTIONS AND TO UNDERSTAND RULES	01	02
EXCHANGE OF TEACHERS BETWEEN PUBLIC SCHOOL AND HEAD START	01	02
other *(SPECIFY)*		
1. ______________________	01	02
2. ______________________	01	02
3. ______________________	01	02

28. HOW WOULD YOU DESCRIBE THE RELATIONSHIP YOU HAVE WITH YOUR LOCAL PUBLIC SCHOOLS?

WOULD YOU SAY:

THE RELATIONSHIP IS EXCELLENT	01
THE RELATIONSHIP IS GOOD	02
THE RELATIONSHIP IS FAIR	03
THE RELATIONSHIP IS DIFFICULT OR STRAINED	04
there is no relationship	05

29. HOW FREQUENTLY DO YOU HAVE CONTACT WITH THE FOLLOWING PEOPLE IN YOUR PROGRAM?

	no communication	almost daily	2-3 times a week	weekly	less than weekly	NA
PROGRAM DIRECTOR	01	02	03	04	05	93
OTHER CENTER DIRECTORS	01	02	03	04	05	93
TEACHING STAFF	01	02	03	04	05	93
NON-TEACHING STAFF, E.G. EDUCATION COORDINATOR	01	02	03	04	05	93
MOST PARENTS	01	02	03	04	05	93

SECTION V: COMMUNITY RESOURCES Respondent Title:______________________

30. THERE ARE A VARIETY OF RESOURCES AVAILABLE IN A COMMUNITY. I'D LIKE TO READ TO YOU A LIST OF SERVICE RESOURCES. PLEASE TELL ME IF THE RESOURCE IS AVAILABLE IN YOUR COMMUNITY AND IF SO HAS THE HEAD START CENTER EVER USED IT. BY USED WE MEAN THAT THE CENTER USED THE RESOURCE DIRECTLY OR IT REFERRED A HEAD START FAMILY TO THE RESOURCE.

(Circle one code per line)

	NOT AVAILABLE	AVAILABLE AND USED	AVAILABLE AND NOT USED	DON'T KNOW
PUBLIC HEALTH CLINIC	01	02	03	98
MENTAL HEALTH CLINIC	01	02	03	98
CHILD GUIDANCE CLINIC	01	02	03	98
SPEECH THERAPY CLINIC	01	02	03	98
PSYCHOLOGICAL SERVICES	01	02	03	98
FAMILY COUNSELING AGENCIES	01	02	03	98
FAMILY PLANNING SERVICES	01	02	03	98
NUTRITION SERVICES	01	02	03	98
LOCAL HOSPITAL	01	02	03	98
COMMUNITY WORK AND TRAINING PROGRAMS	01	02	03	98
HOUSING AUTHORITY	01	02	03	98

SECTION VI TRAINING Respondent Title:______________________

THE NEXT QUESTIONS CONCERN PRESERVICE AND INSERVICE TRAINING.

31. DID YOU OFFER PRESERVICE TRAINING SESSIONS TO YOUR STAFF THIS SCHOOL YEAR?

yes. 01
no . . . . . 02 *(GO TO Q.40)*

32. HOW MANY TOTAL DAYS OF TRAINING DID YOUR STAFF HAVE?

_____ days

33. FOR THE _____ DAYS OF TRAINING ABOUT HOW MANY HOURS IN ALL DID THIS INCLUDE?

_____ total hours *(enter total number of hours in Q.36.)*

34. WHEN WERE THE PRESERVIC NG SESSIONS HELD?

DELETE

		MONTH	TO	**DAY**	**MONTH**
	___	__________	TO	___	__________
2.	___	__________	TO	___	__________
3.	___	__________	TO	___	__________

35. HOW MANY OF THE FOLLOWING PERSONS PARTICIPATED IN MOST OF THE PRESERVICE TRAINING SESSIONS? *(If 0, enter 00.)*

HEAD START TEACHERS. . . . . _____
PAID CLASSROOM AIDES . . . . _____
VOLUNTEER CLASSROOM AIDES. . . . . _____
PROGRAM ADMINISTRATORS . . . . _____
PROGRAM COORDINATORS . . . . _____
PARENTS. . . . . _____
PUBLIC SCHOOL TEACHERS . . . . _____
other *(SPECIFY)*
1. ______________________________ . . _____
2. ______________________________ . . _____
3. ______________________________ . . _____

36. NOW I WOULD LIKE TO FIND OUT ABOUT HOW THE TRAINING SESSIONS WERE CONDUCTED AND WHAT SUBJECT MATTER AND TOPICS WERE DISCUSSED.

HOW WERE THE PRESERVICE TRAINING SESSIONS CONDUCTED?	No	Yes	OF THE ____ HOURS ABOUT HOW MANY WERE DEVOTED TO ______	
A. LECTURES.	.02	01	.... ________ hrs.	____ mins.
B. PREPARATION OF CLASSROOM MATERIALS	.02	01	.... ________ hrs.	____ mins.
C. GROUP DISCUSSIONS	.02	01	.... ________ hrs.	____ mins.
D. ONE TO ONE SUPERVISOR TO TEACHER TRAINING.	.02	01	.... ________ hrs.	____ mins.
E. other *(specify)*				
1. ____________________ . .	.02	01	.... ________ hrs.	____ mins.
2. ____________________ . .	.02	01	.... ________ hrs.	____ mins.
WERE THE FOLLOWING TOPICS OR AREAS DISCUSSED?				
F. PROBLEMS REGARDING INDIVIDUAL CHILDREN OR FAMILIES.	.02	01	.... ________ hrs.	____ mins.
G. STAFF OR CENTER PROBLEMS.	.02	01	.... ________ hrs.	____ mins.
H. ADMINISTRATIVE METHODS.	.02	01	.... ________ hrs.	____ mins.
I. PLANNING CLASSROOM ACTIVITIES . .	.02	01	.... ________ hrs.	____ mins.
J. COMPLETING ADMINISTRATIVE PAPERWORK	.02	01	.... ________ hrs.	____ mins.
K. HEALTH ISSUES	.02	01	.... ________ hrs.	____ mins.
L. PARENT INVOLVEMENT.	.02	01	.... ________ hrs.	____ mins.
M. GENERAL PROGRAM OPERATIONS. . . .	.02	01	.... ________ hrs.	____ mins.
N. SERVICE TO THE HANDICAPPED. . . .	.02	01	.... ________ hrs.	____ mins.
O. SOCIAL SERVICE.	.02	01	.... ________ hrs.	____ mins.
P. BILINGUAL/BICULTURAL TRAINING . .	.02	01	.... ________ hrs.	____ mins.
Q. TEACHING METHODS.	.02	01	.... ________ hrs.	____ mins.
WHAT TOPICS WERE DISCUSSED?				
1. ______________________________			.... ________ hrs.	____ mins.
2. ______________________________			.... ________ hrs.	____ mins.
3. ______________________________			.... ________ hrs.	____ mins.
R. TEACHING MATERIALS.	.02	01	.... ________ hrs.	____ mins.
WHAT KIND OF TEACHING MATERIALS?				
1. ______________________________			.... ________ hrs.	____ mins.
2. ______________________________			.... ________ hrs.	____ mins.
3. ______________________________			.... ________ hrs.	____ mins.
S. CLASSROOM ACTIVITIES.	.02	01	.... ________ hrs.	____ mins.
WHAT KIND OF CLASSROOM ACTIVITIES?				
1. ______________________________			.... ________ hrs.	____ mins.
2. ______________________________			.... ________ hrs.	____ mins.
3.			.... ________ hrs.	____ mins.
For BES Only T. BES GUIDELINES.	.02	01	.... ________ hrs.	____ mins.
NOT BES . .		03		

DELETE

. . . . . . 02 *(GO TO Q. 39)*

38. PLEASE DESCRIBE THE ADDITIONAL SUBJECT MATTER OR TOPICS WHICH WERE DISCUSSED? *(For each subject or topic ask).*

Subject/Topi[illegible]	How many hours were devoted to this area?
1.	________ HRS
2. – DELETE	________ HRS
3. – ________	________ HRS
4. ________	________ HRS
5. ________	________ HRS

39. WHO CONDUCTED THE PRESERVICE TRA[illegible]NING SESSIONS?

DELETE

	yes	no
CENT[illegible] ECTOR.	01	02
. . . .	01	02
ATIONAL COORDINATOR [illegible]ENT COORDINATOR.	01	02
, E.G. PSYCHOLOGISTS CHILD DEVELOPMENT SPECIALISTS	01	02
REGIONAL STAFF/CONSULTANTS	01	02
HEAD START TRAINING AND TECHNICAL ASSISTANCE AGENCY. .	01	02
PUBLIC SCHOOL STAFF.	01	02
other *(SPECIFY)*		
1. ________________ . .	01	02
2. ________________ . .	01	02
3. ________________ . .	01	02

40. NOW THAT WE'VE DISCUSSED PRESERVICE TRAINING, WE WOULD LIKE SOME INFORMATION ON INSERVICE TRAINING WHICH MIGHT TAKE PLACE IN YOUR PROGRAM.

INSERVICE TRAINING MAY TAKE MANY FORMS. ONE OF THE FORMS IS THROUGH STAFF TRAINING MEETINGS OR STAFF TRAINING DAYS. DO YOU SET ASIDE A TIME TO MEET REGULARLY FOR TRAINING?

yes. 01
no 02

41. IN THE PAST MONTH, HOW MANY INSERVICE TRAINING SESSIONS HAVE YOU HELD? *(IF ZERO ENTER 00 AND GO TO Q.48).*

______ number of training sessions

42. ALTOGETHER ABOUT HOW MANY HOURS DID THE ______ (number of training sessions) INSERVICE TRAINING SESSIONS LAST?

______ number of hours *(enter number of hours in Q. 44.)*

43. IN THE PAST MONTH WHO ATTENDED THESE INSERVICE TRAINING SESSIONS?

	yes	no
TEACHERS.	01	02
PAID AIDES.	01	02
VOLUNTEER AIDES	01	02
PROGRAM ADMINISTRATORS.	01	02
PROGRAM COORDINATORS.	01	02
PARENTS	01	02
PUBLIC SCHOOL STAFF	01	02
other *(SPECIFY)*		
1. ________________ . .	01	02
2. ________________ . .	01	02

44. NOW I WOULD LIKE TO FIND OUT ABOUT HOW THE INSERVICE TRAINING SESSIONS WERE CONDUCTED AND WHAT SUBJECT MATTER AND TOPICS WERE DISCUSSED.

HOW WERE THE INSERVICE TRAINING SESSIONS CONDUCTED?	No	Yes	OF THE ____ HOW MANY WERE DEVOTED TO	
A. LECTURES	.02	01	________ hrs.	_____ mins
B. PREPARATION OF CLASSROOM MATERIALS	.02	01	________ hrs.	_____ mins
C. GROUP DISCUSSIONS	.02	01	________ hrs.	_____ mins
D. ONE TO ONE SUPERVISOR TO TEACHER TRAINING	.02	01	________ hrs.	_____ mins
E. other *(specify)*				
1. ____________________	.02	01	________ hrs.	_____ mins
2. ____________________	.02	01	________ hrs.	_____ mins
WERE THE FOLLOWING TOPICS OR AREAS DISCUSSED?				
F. PROBLEMS REGARDING INDIVIDUAL CHILDREN OR FAMILIES	.02	01	________ hrs.	_____ mins
G. STAFF OR CENTER PROBLEMS	.02	01	________ hrs.	_____ mins
H. ADMINISTRATIVE METHODS	.02	01	________ hrs.	_____ mins
I. PLANNING CLASSROOM ACTIVITIES	.02	01	________ hrs.	_____ mins
J. COMPLETING ADMINISTRATIVE PAPERWORK	.02	01	________ hrs.	_____ mins
K. HEALTH ISSUES	.02	01	________ hrs.	_____ mins
L. PARENT INVOLVEMENT	.02	01	________ hrs.	_____ mins
M. GENERAL PROGRAM OPERATIONS	.02	01	________ hrs.	_____ mins
N. SERVICE TO THE HANDICAPPED	.02	01	________ hrs.	_____ mins
O. SOCIAL SERVICE	.02	01	________ hrs.	_____ mins
P. BILINGUAL/BICULTURAL TRAINING	.02	01	________ hrs.	_____ mins
Q. TEACHING METHODS	.02	01	________ hrs.	_____ mins
WHAT TOPICS WERE DISCUSSED?				
1. ______________________________			________ hrs.	_____ mins
2. ______________________________			________ hrs.	_____ mins
3. ______________________________			________ hrs.	_____ mins
R. TEACHING MATERIALS	.02	01	________ hrs.	_____ mins
WHAT KIND OF TEACHING MATERIALS?				
1. ______________________________			________ hrs.	_____ mins
2. ______________________________			________ hrs.	_____ mins
3. ______________________________			________ hrs.	_____ mins
S. CLASSROOM ACTIVITIES	.02	01	________ hrs.	_____ mins
WHAT KIND OF CLASSROOM ACTIVITIES?				
1. ______________________________			________ hrs.	_____ mins
2. ______________________________			________ hrs.	_____ mins
3. ______________________________			________ hrs.	_____ mins
For BES Only T. BES GUIDELINES	.02	01	________ hrs.	_____ mins
NOT BES		03		

45. WHO CONDUCTED THESE INSERVI˜ ˜NG SESSIONS?

	yes	no
CENTER DIRE˜	01	02
TEACHIN˜	01	02
PRO˜ DELETE EDUCATION COORDINATOR. . .	01	02
˜. PSYCHOLOGISTS, EARLY ˜STS	01	02
R ˜ONSULTANTS.	01	02
HE ˜AINING AND TECHNICAL ASSISTANCE AGENCY .	01	02
PUB ˜HOOL STAFF.	01	02
other (SPECIFY)		
1. ______________________ . .	01	02
2. ______________________ . .	01	02
3. __________ __________ . .	01	02

46. DURING THE LAST MONTH, HAS ˜ ˜M OUTSIDE YOUR OWN STAFF MADE A PRESENTATION AT ONE OF T˜ ˜ TRAINING SESSIONS?

yes. .
no ˜ *˜.48)*

DELETE

47. WHAT ˜ ˜LE AND WHAT ORGANIZATION DID HE/SHE REPRESENT?

__________________ ___
˜zation __________ __________

48. BESIDES THE REGULARLY SCHE˜ ˜VICE TRAINING SESSIONS YOU HAVE JUST TOLD ME ABOUT, WERE THERE O˜ DELETE OF TRAINING SESSIONS HELD THIS SCHOOL YEAR?

y˜ . 01
. . . 02 *(GO TO Q.53)*

49. WHAT TYPE OF TRAINING SESSIONS WERE THEY? *(CIRCLE ALL THAT APPLY)*

	HOW MANY OF THESE SESSIONS WERE HELD?	HOW MANY HOURS DID THESE SESSIONS LAST?
SPE˜		
˜	________	________
DELETE	________	________
. 03	________	________
. . . 04		
________	________	________
________	________	________
. ________	________	________

(INTERVIEWER, IF ANY OF THESE EXPERIENCES COVERED MORE THAN 3 DAYS OR 24 HOURS OF TRAINING ASK THE SERIES OF QUESTIONS WHICH FOLLOW ON CONTENT, SPONSORSHIP AND ATTENDANCE, Q. 50, 51, and 52.)

CIRCLE ALL THAT APPLY

HEALTH.	 01
PARENT INVOLVEMENT. . . .	 02
GENERAL PROGRAM OPER	 03
SERVICES TO THE	 04
SOCIAL SERV	 05
BILING	 06
TEA	 07

DELETE

WHAT . . . COVERED?

1. ______________________
2. ______________________
3. ______________________

TEACHING MATERIALS.	08

WHICH KIND OF MATERIAL?

1. ______________________
2. ______________________
3. ______________________

CLASSROOM ACTIVITIES.	09

WHAT KIND OF ACTIVITIES?

1. ______________________
2. ______________________
3. ______________________

FOR BES ONLY	BES GUIDELINES.	10

51. WHO CONDUCTED THE TRAINING SESSIO

CIRCLE ALL THAT APPLY

CENTER DIRECT	
TEACHING	 01
PRO	 02
OUTS	ION COORDINATOR. . . 03
CH	CHOLOGISTS, EARLY
	 04
REGIO	LTANTS. 05
HEAD S	NING AND TECHNICAL ASSISTANCE AGENCY . 06
PUBLIC OOL STAFF	 07

DELETE

other *(specify)*

1. ______________________ . . 08
2. ______________________ . . 09
3. ______________________ . . 10

52. WHO ATTENDED THIS (THESE) TRAINING SESSION(S)?

CIRCLE ALL THAT APPLY

CLASSROOM TEACHE	 01
PAID AIDES	 02
VOLUN	 03
AD	 04
PAR	 05
PROG	 06

DELETE

other.

1 ______________________ . . . 07
2. ______________________ . . 08
3. ______________________ . . 09

TEACHERS MAY RECEIVE SUPERVISION IN A PROGRAM FROM ANY OF A NUMBER OF PEOPLE DEPENDING UPON HOW THE ORGANIZATION OF THE PROGRAM IS SET UP. FOR THE FOLLOWING QUESTIONS I AM REFERRING TO THE PERSON IN YOUR PROGRAM WHO PROVIDES THE TEACHERS WITH SUPERVISION, WHETHER IT IS THE DIRECTOR, A LEAD TEACHER OR A CURRICULUM COORDINATOR.

53. ON THE AVERAGE, HOW OFTEN DOES THIS PERSON VISIT IN A TEACHERS' CLASS?

DAILY. 01
WEEKLY 02
MONTHLY. 03
TWICE A YEAR OR LESS . . 04

54. IS THERE A SET SCHEDULE FOR THIS VISIT OR IS THE VISIT SET BY NEED?

scheduled visit. 01
need visit 02

55. ABOUT HOW MUCH TIME DOES N USUALLY SPEND IN EACH

56. WHA DELETE ? RANK IN ORDER OF
PRIC ANT.

	YES	NO	
TEACHER WITH CHILDREN.	.01	02	________
ENCE WITH TEACHER ABOUT HER PERFORMANCE . .	.01	02	________
DISCUSSION OF CURRICULUM MATERIALS.	.01	02	________
DISCUSSION OF A PARTICULAR PROBLEM IN THE CLASS OR WITH A PARENT.	.01	02	________
other *(SPECIFY)*			
1. ______________________________ .	.01	02	________
2. ______________________________ .	.01	02	________
3. ______________________________ .	.01	02	________

(If more than one yes is ci- have respondent rank in order of importance.)

57. WHO MOST TWEEN THIS PERSON AND A TEACHER?

DELETE

. 02
. . . . 03

SECTION VII: CURRICULUM

58. I WOULD LIKE YOU TO READ THIS DESCRIPTION OF FIVE CLASSES WHICH TELLS YOU HOW THE TEACHERS IN EACH CLASS TEACH. READ THEM AND TELL ME WHICH OF THEM SOUNDS LIKE THE CLASSES IN YOUR CENTER. PLEASE TAKE YOUR TIME WHILE I FINISH CODING INFORMATION THAT YOU HAVE ALREADY GIVEN ME.

(INTERVIEWER: HAND THE RESPONDENT THE PAGE WITH THE FIVE DESCRIPTIONS. MARK THE DESCRIPTION BELOW THAT THEY INDICATE SOUNDS MOST LIKE THE CLASSES IN THEIR CENTER.)

CLASS 1	01
CLASS 2	02
CLASS 3	03
CLASS 4	04
CLASS 5	05
NONE OF THE ABOVE	06

59. WHAT ARE THE PRIMARY RESOURCE MATERIALS, CURRICULUM GUIDES OR KITS USED IN YOUR CENTER?

Early Childhood Discovery Materials (Bank Street College of Education)	.01
An Activities Handbook for Teachers of Young Children (Croft and Hess)	.02
The New Nursery School (Nimnicht)	.03
Early Childhood Curriculum: A Piaget Program (Lavatelli)	.04
Cognitively Oriented Curriculum (Weikart)	.05
Inquistive Games: Discovering How to Learn	.06
Inquistive Games: Exploring Number and Space	.07
GOAL: Language Development (Karnes)	.08
GOAL: Math (Karnes)	.09
Peabody Language Development Kit	.10
PEEK KIT	.11
Frostig Perceptual Motor Program	.12
Learning to Think Series (Thurstone)	.13
Learning Accomplishment Profile and Curriculum Activities (Sanford) (LAP)	.14
Portage Project	.15
Memphis Program	.16
DISTAR Language	.17
DISTAR Reading	.18
DISTAR Math	.19
Alpha Time	.20
Readiness Programs	.21
Other	
1. ________________	22
2. ________________	23
3. ________________	24
4. ________________	25
5. ________________	26
Use own materials	.27

60a. IN YOUR CENTER DO THE TEACHERS DECIDE ON THE TYPE OF TEACHING APPROACH, TEACHING MATERIALS AND CURRICULA TO USE OR ARE OTHER HEAD START PERSONNEL INVOLVED IN THIS DECISION?

the teacher decides. . . . . . . 01 *(GO TO Q.61)*
the teacher has assistance . . . 02

60b. WHAT OTHER PERSONNEL ARE INVOLVED IN THE DECISION?

	YES	NO
DIRECTOR	01	02
EDUCATION COORDINATOR	01	02
HEAD TEACHER	01	02
TEACHERS AS A GROUP	01	02
AIDES	01	02
PARENTS	01	02
PUBLIC SCHOOL STAFF	01	02
OTHER *(specify)*		
1. ______	01	02
2. ______	01	02
3. ______	01	02

61. TEACHERS EMPHASIZE DIFFERENT THINGS IN THEIR TEACHING AND CURRICULUM. I AM GOING TO GIVE YOU A LIST OF DEVELOPMENTAL CATEGORIES. PLEASE RANK EACH CATEGORY ACCORDING TO WHICH ONES ARE MOST EMPHASIZED IN THE CLASSES IN YOUR CENTER. RANK THE CATEGORIES WITH 1 BEING THE MOST EMPHASIZED AND 7 BEING THE LEAST EMPHASIZED.

(Hand list to respondent.)

	RANK
SENSORY MOTOR DEVELOPMENT	____
LANGUAGE DEVELOPMENT	____
GROUP AND SOCIAL SKILLS DEVELOPMENT	____
CONCEPT DEVELOPMENT	____
ACADEMIC SKILLS DEVELOPMENT	____
SELF-ESTEEM DEVELOPMENT	____
MOTIVATIONAL DEVELOPMENT	____

SECTION VIII. PARENT INVOLVEMENT

62. NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT PARENT INVOLVEMENT IN YOUR HEAD START CENTER. FIRST I NEED TO KNOW ABOUT HOW MANY OF THE CHILDREN IN THE CENTER LIVE WITH:

ENTER TOTAL NUMBER
IF 0 ENTER 0

BOTH PARENTS (THIS INCLUDES NATURAL, ADOPTIVE, FOSTER AND STEP PARENTS) ______ x 2 = ... ______
SINGLE PARENT (SEPARATED, DIVORCED, WIDOWED) . . . . ______
OTHER RELATIVES (AUNTS, UNCLES, GRAND PARENTS, ETC.) . . . . ______

TOTAL ______

63. ABOUT HOW MANY OF THESE _______ ADULTS PARTICIPATE IN HEAD START ACTIVITIES (ATTEND MEETINGS, GO ON FIELD TRIPS, VISIT THE CLASSES, ETC.)?

__________ NUMBER OF ADULTS

64. OF THE _______ ADULTS WHO PARTICIPATE IN THE HEAD START ACTIVITIES ABOUT HOW MANY PARTICIPATE:

TOTAL NUMBER

ALMOST DAILY. . . . . ___________
AT LEAST WEEKLY . . . . ___________
AT LEAST MONTHLY . . . . ___________

65. ABOUT HOW MANY OF THESE ______ ADULTS WHO PARTICIPATE IN HEAD START ACTIVITIES ARE:

MALES . . . . . ______
FEMALES . . . . ______

66. DO PARENTS SCHEDULE A VISIT IN THE CLASSROOM OR DO THEY DROP IN WHEN THEY HAVE TIME?

SCHEDULED. 01
NOT SCHEDULED. . . . 02
BOTH 03

67. WHAT DO THE PARENTS DO IN THE CLASSROOM? *(Circle one code for each line.)*

	Spontaneous	Prompted
supervise free play	.01	.02
read to the children	.01	.02
help with art projects	.01	.02
set up materials for the teacher, such as snacks, art materials, etc.	.01	.02
help with field trips	.01	.02
teach their own child	.01	.02
teach other children in group or one to one situation	.01	.02
supervise snacks	.01	.02
clean up	.01	.02
other *(specify)*		
1. ____________________	.01	.02
2. ____________________	.01	.02
3. ____________________	.01	.02

68. DOES YOUR CENTER CONDUCT WORKSHOPS OR CLASSES ESPECIALLY FOR PARENTS?

yes. 01
no . . . . 02 *(GO TO Q. 77)*

69. WAS A WORKSHOP OR CLASS HELD WITHIN THE LAST MONTH?

yes. 01
no . . . . 02 *(GO TO Q. 74)*

70. HOW MANY SESSIONS HAVE YOU HELD IN THE LAST MONTH?

________ number of sessions

71. ABOUT HOW MANY TOTAL HOURS WOULD YOU SAY THIS INVOLVED?

________ total hours

72. IN THE PAST MONTH, HOW MANY PARENTS ATTENDED THESE SESSIONS?

________ number of parents

74. NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE PARENT TRAINING SESSIONS.

HOW WERE THE PARENT TRAINING SESSIONS CONDUCTED?

	NO	YES	OF THE ___ HOURS ABOUT HOW MANY WERE SPENT IN THIS WAY
LECTURES, DEMONSTRATIONS.	02	01	____ HRS ____ MINS
PREPARATION OF MATERIALS FOR PARENTS TO USE WITH THE CHILD	02	01	____ HRS ____ MINS
GROUP DISCUSSION.	02	01	____ HRS ____ MINS
ONE TO ONE STAFF TO PARENT TRAINING	02	01	____ HRS ____ MINS
other *(SPECIFY)* 1. ______________	02	01	____ HRS ____ MINS

WHAT SUBJECT AREAS AND TOPICS WERE DISCUSSED?

		NO	YES	
	EMOTIONAL DEVELOPMENT	02	01	____ HRS ____ MINS
	COGNITIVE/INTELLECTUAL DEVELOPMENT	02	01	____ HRS ____ MINS
	TEACHING ACTIVITIES FOR THE HOME	02	01	____ HRS ____ MINS
	LANGUAGE DEVELOPMENT.	02	01	____ HRS ____ MINS
	PHYSICAL DEVELOPMENT.	02	01	____ HRS ____ MINS
	HEALTH AND HEALTH CARE.	02	01	____ HRS ____ MINS
	NUTRITION	02	01	____ HRS ____ MINS
	HANDICAPPING CONDITIONS	02	01	____ HRS ____ MINS
	COMMUNITY INVOLVEMENT	02	01	____ HRS ____ MINS
(BES ONLY)	BES GUIDELINES.	02 03 *(NOT BES)*	01	____ HRS ____ MINS
	other *(SPECIFY)*			
	1. ______________ . .	02	01	____ HRS ____ MINS
	2. ______________ . .	02	01	____ HRS ____ MINS
	3. ______________ . .	02	01	____ HRS ____ MINS

75. WHO CONDUCTED THE TRAINING SESS NS IN THE LAST MONTH?

	yes	no
CENTER DIREC	01	02
TEACHING	01	02
PROG ENT INVOLVEMENT	01	02
.G. PSYCHOLOGISTS, SPECIALISTS.	01	02
R ./CONSULTANTS	01	02
HE. . TRAINING AND TECHNICAL ASSISTANCE AGENCY. .	01	02
PUB. . SCHOOL STAFF.	01	02
PARENTS.	01	02
other *(SPECIFY)*		
1. ______________________________ . .	01	02
2. ______________________________ . .	01	02
3. ______________________________ . .	01	02

DELETE

76. HOW ARE PARENTS INFORMED ABOUT THE TRAINING SESSIONS?

	yes	no
PARENTS REQUEST SESSIONS	01	02
ANNOUNCEMENTS POSTED AT THE CENTER	01	02
NOTES SENT TO PARENTS.	01	02
PARENTS CALLED	01	02
PARENTS TOLD WHEN THEY PICK UP OR BRING CHILDREN . . .	01	02
other *(SPECIFY)*		
1. ______________________________ . .	01	02
2. ______________________________ . .	01	02
3. ______________________________ . .	01	02

77. DO THE TEACHERS IN YOUR CENTE KE REGULAR HOME VISITS TO THE HOMES OF THE CHILDREN IN THEIR S?

yes. .
no *.85)*

DELETE

78. HOW O OME VISITS?

at l 01
at le 02
a year 03
nce a year. 04
other *(specify)*____________________ . . 05

79. ABOUT HOW LONG DOES EA LAST?

____ N.

80. WHAT IS T HOME VISITS?

DELETE

ERS AND PARENTS WITH
. 01
TEACHERS WITH AN UNDERSTANDING
HE CHILD'S HOME SITUATION 02
TELL PARENTS HOW CHILD IS DOING AT THE CENTER. . . .03
TO TEACH THE PARENTS TO TEACH THE CHILD AT HOME 04
other *(SPECIFY)*
1. ______________________________ . .05
2. ____________ ______________ . .06
3. ________ ______________ . .07

81. ARE ANY MATERIALS, T EFT AT THE HOME DURING A HOME VISIT?

DELETE

(GO TO Q.85)

82. DO INSTRUCTIONS FOR USING THE MATERIALS OR TOYS?

. 01
. . . . 02

83. IS THERE ANY WAY FOR THE TO KNOW IF THE PARENTS USE THE MATERIALS, TOYS OR HILDREN?

ye

TO Q.85)

DELETE

84. HOW HE MATERIALS WERE USED?

____
____
____

85. HOW OFTEN DOES THE PARENT POLICY COUNCIL MEET?

weekly. 01
every other week. 02
monthly 03
every other month 04
other *(specify)* ______________ . . 05

86. HOW MANY PARENTS ATTENDED THE LAST PARENT POLICY COUNCIL MEETING?

________ number of parents

87. WHO ELSE, BESIDES PARENTS, ATTENDS THE POLICY COUNCIL MEETINGS?

	yes	no
TEACHERS.	.01	02
DIRECTOR.	.01	02
PARENT COORDINATOR.	.01	02
other *(SPECIFY)*		
1. ________________________________ .	.01	02
2. ________________________________ .	.01	02
3. ________________________________ .	.01	02

88. WHAT ARE THE ROLES OF THESE OTHER PEOPLE IN THE MEETINGS?

	yes	no
CONDUCT THE MEETINGS.	.01	02
SERVE AS ADVISORS	.01	02
SERVE AS COMMITTEE MEMBERS.	.01	02
OBSERVE	.01	02
other *(SPECIFY)* ________________________ .	.01	02

89. WHAT IS THE MAJOR FUNCTION OF THE PARENT POLICY COUNCIL - TO MAKE SUGGESTIONS TO THE HEAD START STAFF OR TO MAKE DECISIONS ABOUT HEAD START PRACTICES?

SUGGESTIONS.	01
DECISIONS.	02

90. DOES THE PARENT POLICY COUNCIL DEAL WITH THE FOLLOWING ISSUES?

	yes	no
SERVICES OR ACTIVITIES FOR PARENTS.	.01	02
SERVICES OR ACTIVITIES FOR CHILDREN	.01	02
CURRICULUM.	.01	02
BUDGET.	.01	02
STAFF ISSUES (E.G. HIRING/FIRING)	.01	02
other *(SPECIFY)*		
1. ________________________________ .	.01	02
2. ________________________________ .	.01	02
3. ________________________________ .	.01	02

91. DO YOU HAVE A "LENDING LIBRARY" THAT PARENTS CAN VISIT TO GET IDEAS OR BORROW MATERIALS TO USE AT HOME?

yes. 01
no . . . . 02 *(GO TO Q.95)*

92. HOW MANY OF YOUR PARENTS MAKE USE OF THE LIBRARY EACH WEEK?

________number of parents

93. HOW MANY OF YOUR _____ PARENTS EVER MAKE USE OF THE LIBRARY?

________number of parents

94. WHAT KINDS OF MATERIALS ARE AVAILABLE IN YOUR LENDING LIBRARY?

	yes	no
BOOKS ON PARENTING SKILLS.	.01	02
CHILDREN'S BOOKS	.01	02
PUZZLES, GAMES, ETC.	.01	02
COOKBOOKS.	.01	02
MANIPULATIVE MATERIALS, SUCH AS BLOCKS, TINKERTOYS, ETC.	.01	02
FILMSTRIPS, PROJECTORS	.01	02
RECORDS, RECORD PLAYERS.	.01	02
EDUCATIONAL KITS	.01	02
other *(SPECIFY)*		
1. ______________________________ . .	.01	02
2. ______________________________ . .	.01	02
3. ______________________________ . .	.01	02

95. HAVE YOU DEVELOPED METHODS TO ENCOURAGE PARENTS TO WORK AT HOME WITH THEIR CHILDREN IN TEACHING BASIC SKILLS?

yes. 01
no . . . . 02 *(GO TO Q 97. HS SITES: STOP. THANK DIRECTOR. ENTER TIME INTERVIEW COMPLETED.)*

96. PLEASE DESCRIBE THE METHODS.

____
____
____

BES SITES (GO TO QUESTION 97)

SECTION IX - BES

REMAINING QUESTIONS FOR BES ONLY

97. HAVE YOU FOUND IT NECESSARY TO CHANGE YOUR PARENT INVOLVEMENT PROGRAM IN ANY WAY TO CONFORM TO THE BES GUIDELINES?

yes. 01
no . . . . . . 02 *(GO TO Q.98)*

HOW HAVE YOU CHANGED YOUR PARENT INVOLVEMENT PROGRAM?

____
____

98. WAS THE PARENT POLICY GROUP INVOLVED IN THE PROPOSAL YOU WROTE FOR BES FUNDING?

yes. 01
no 02

IN WHAT WAY WERE THEY INVOLVED IN THE PROPOSAL?

____
____
____

99. HAVE YOU HAD AN OPPORTUNITY TO DISCUSS THE SPECIFIC BES GOALS WITH PARENTS?

yes. 01
no 02

HOW AND WHEN DID YOU DO THIS?

HOW: ____________________________________
____

WHEN: ____________________________________
____

100. ON THE AVERAGE, WHAT WERE THE PARENTS' RESPONSES TO THE GOALS?

POSITIVE NEGATIVE
1 2 3 4 5

TIME COMPLETED: _____ AM PM

___CLASSROOM 1: MRS. GREEN

MRS. GREEN'S CLASS IS VERY OPEN. THE ACTIVITIES SHE USES WITH HER CHILDREN ARE DETERMINED BY WHAT SHE SEES THE CHILDREN NEED. SHE DOES NOT USE ANY PREPLANNED SEQUENCED ACTIVITIES, BECAUSE SHE WANTS TO CONCENTRATE ON THE "WHOLE CHILD" AND HIS NEEDS. THIS MEANS THAT HER TEACHING IS DIRECTED TOWARD INTELLECTUAL, LANGUAGE, SENSORIMOTOR AND SOCIO-EMOTIONAL DEVELOPMENT AT THE SAME TIME THAT SHE IS TRYING TO HELP THE CHILDREN DEVELOP A SENSE OF WELL-BEING. SHE USES NO WRITTEN SET OF BEHAVIOR OBJECTIVES, BECAUSE THE FOCUS OF HER CLASSROOM CHANGES DAY BY DAY WITH WHAT SHE SEES THE CHILDREN NEED ON ANY PARTICULAR DAY.

___CLASSROOM 2: MRS. JONES

MRS. JONES PLANS LEARNING ACTIVITIES WHICH ARE DESIGNED TO REACH SPECIFIC GOALS FOR THE CHILDREN. MRS. JONES WRITES THESE SPECIFIC GOALS BY ASSESSING THE STRENGTHS AND WEAKNESSES OF INDIVIDUAL CHILDREN IN HER CLASS. SHE DEVELOPS AND FOLLOWS A DAILY PLAN. SHE WORKS HARD ON DEVELOPING LANGUAGE SKILLS, MOTOR SKILLS, REASONING SKILLS, AND SOCIAL SKILLS. MRS. JONES SELECTS AND ORGANIZES THE ACTIVITIES WITHIN A SOMEWHAT STRUCTURED SETTING. THE MATERIALS SHE USES ARE OFTEN DEVELOPMENTALLY SEQUENCED AND OFFER GUIDELINES FOR HER TEACHING.

___CLASSROOM 3: MR. SMITH

MR. SMITH HAS A VERY STRUCTURED CLASSROOM. HE BELIEVES THAT THE CHILDREN IN HIS CLASS WILL NEVER GET ANYWHERE UNLESS THEY LEARN THE BASIC RULES AND CONCEPTS INVOLVED IN LANGUAGE, ARITHMETIC, AND READING. HE DOES NOT WORK DIRECTLY ON SOCIAL AND EMOTIONAL DEVELOPMENT BECAUSE HE BELIEVES THAT THE CHILDREN WILL DEVELOP POSITIVE SELF-CONCEPTS WHEN THEY EXPERIENCE SUCCESS IN LEARNING LANGUAGE, ARITHMETIC AND READING. HE CLOSELY SUPERVISES EACH CHILD IN THE CLASS. HE FEELS THAT GIVEN THE SMALL AMOUNT OF TIME HE HAS WITH THE CHILDREN, IT IS BETTER FOR THEM TO STUDY ACADEMIC SKILLS RATHER THAN SPEND THEIR TIME PLAYING. HE DIRECTS ALL OF THE LEARNING ACTIVITIES AND THE CHILDREN PARTICIPATE IN PRESCRIBED WAYS.

___CLASSROOM 4: MS. JOHNSON

MS. JOHNSON'S CLASSROOM IS FULL OF SELF-INSTRUCTING MATERIALS THAT ARE DESIGNED SO THAT THE CHILDREN CAN USE THEM ALONE. THE CHILDREN ARE FREE TO CHOOSE THE MATERIALS THEY WANT TO WORK WITH AND TO PACE THEIR OWN RATE OF LEARNING. MS. JOHNSON HAS NO PREPLANNED ACTIVITIES, BUT RATHER HAS PLANNED HER CLASSROOM IN SUCH A WAY THAT THE MATERIALS DO THE TEACHING AS THE CHILD PLAYS WITH THEM. MS. JOHNSON HAS A MODERATE LEVEL OF STRUCTURE IN HER CLASS. SHE WANTS THE CHILDREN TO LEARN TO LEARN RATHER THAN TO LEARN SOME SPECIFIC CONTENT.

___CLASSROOM 5: MS. WASHINGTON

MS. WASHINGTON USES MANY ACTIVITIES AND MATERIALS WHICH SHE FEELS WILL IMPROVE COGNITIVE OR INTELLECTUAL DEVELOPMENT. SHE IS ESPECIALLY INTERESTED IN HAVING THE CHILDREN DEVELOP ABILITIES IN CLASSIFICATION, SERIATION, NUMBER, MEASUREMENT, AND SPACE. THE CHILDREN IN MS. WASHINGTON'S CLASS PARTICIPATE IN MANY WELL PLANNED ACTIVITIES WHICH ARE DESIGNED TO SIMULATE MENTAL ACTIVITY. MS. WASHINGTON DESIGNS LESSONS WHICH REQUIRE THE CHILDREN TO MANIPULATE BOTH PHYSICALLY AND MENTALLY CONCRETE MATERIALS AND FACTS. THESE LEARNING SITUATIONS ARE SET UP TO GET REASONING RESPONSES FROM THE CHILD. MS. WASHINGTON THEN RESPONDS TO THE CHILD'S REASONING, ASKING FOR EXPLANATION OF THE CHILD'S ANSWERS AND GUIDING HIS USE OF THE MATERIALS. THE TASKS ARE STRUCTURED TO ENCOURAGE CHILDREN TO APPLY REASONING PROCESSES TO A VARIETY OF SITUATIONS RATHER THAN JUST LEARNING ROTE ANSWERS.

___NONE OF THESE CLASSROOMS, SINCE ALL OF THE ONES IN MY CENTER ARE DIFFERENT.

TEACHER INTERVIEW

SPRING 1979

☐☐	☐	☐☐	☐☐	☐☐
FORM #	HS (1) BES (2)	SITE #	CENTER #	TEACHER #

INTERVIEWER NAME__________________________________

DATE OF INTERVIEW________/________/________
MO. DAY YR.

SITE NAME ____________________

CENTER NAME ____________________

TEACHER NAME ____________________

BEFORE WE BEGIN, I WANT TO MENTION AGAIN OUR PURPOSE FOR TALKING WITH YOU. I WORK FOR A COMPANY CALLED NTS RESEARCH CORPORATION. WE ARE COLLECTING INFORMATION ABOUT HEAD START PROGRAMS FOR THE ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES IN WASHINGTON, D.C.—THE HEW AGENCY WHICH ADMINISTERS THE HEAD START PROGRAM. WE ARE ASKING QUESTIONS OF STAFF MEMBERS AT SELECTED HEAD START PROGRAMS ACROSS THE COUNTRY:

- PROGRAM DIRECTORS
- CENTER DIRECTORS AND
- TEACHERS

WE ARE HOPING THAT THESE STAFF MEMBERS CAN PROVIDE US WITH AN ACCURATE PICTURE OF THE HEAD START PROGRAM AT WHICH THEY WORK AND CAN OFFER US SOME VALUABLE INSIGHTS INTO ITS DAY TO DAY OPERATIONS.

ANSWERING THESE QUESTIONS IS VOLUNTARY. THE ANSWERS THAT YOU GIVE ME WILL BE USED ONLY FOR THE PURPOSE OF STUDYING THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN IN HEAD START. IF THERE ARE ANY QUESTIONS THAT YOU DO NOT WISH TO ANSWER, YOU ARE FREE TO SKIP THEM.

I WOULD APPRECIATE WHATEVER HELP YOU CAN OFFER IN ANSWERING THE FOLLOWING QUESTIONS ABOUT YOUR SELF AND YOUR CLASS.

BEFORE I START THE INTERVIEW I WOULD LIKE YOU TO COMPLETE THIS CONSULTANT FORM WHICH WILL ALLOW US TO PAY YOU A $10.00 FEE FOR YOUR ASSISTANCE IN THIS STUDY.

HEAD START/BASIC EDUCATIONAL SKILLS STUDY

NTS Research Corporation
2634 Chapel Hill Boulevard
Durham, North Carolina 27707

Consultant's Name (print)______________________________
Position ______________________________
Address ______________________________
____
____
Telephone ______________________________
Social Security Number______________________________

I agree to serve as a consultant to NTS Research Corporation on the development of , interviews to be used in a study of Head Start/Basic Educational Skills programs.

I agree to be interviewed with a pilot version of either the Program Director Interview, Center Director Interview, or the Teacher Interview. I understand that my answers to the interview questions will help NTS improve the interview before it is used in the Head Start/Basic Educational Skills study as well as collect initial program information.

I have been told that the information from the interview with me will be confidential. Only authorized people will be allowed to see any of the interview records.

I will receive $10 for serving as a consultant to NTS Research Corporation.

____
Date

____
Signature of Consultant

The consultant has responded to the (check one) _____ Program Director Interview, ________ Center Director Interview, or ________ Teacher Interview and will receive $10 from NTS Research Corporation.

____
Date

____
Signature of Authorized NTS Employee

TI.1

TIME STARTED_____AM
PM

SECTION A: BACKGROUND CHARACTERISTICS

1. DO YOU NOW OR HAVE YOU EVER HAD A CHILD IN HEAD START?

yes. 01
no . . . . . . .02 *(Go to Q.3)*

2. DID YOU BEGIN WORKING WITH HEAD START AS A RESULT OF YOUR EXPERIENCE WITH HEAD START AS A PARENT?

yes. 01
no 02

3. WHAT IS YOUR DATE OF BIRTH?_____/_____/_____
Month/Day/Year

4. WHAT IS THE HIGHEST GRADE YOU COMPLETED IN SCHOOL?

grade school	1	2	3	4	5	6	7	8
high school	9	10	11	12				
college	13	14	15	16				
graduate school	17+							

(If some graduate work, probe to find out if teacher completed a year or more)

If high school graduate or greater, go to Q.5, otherwise go to Q.6.

5. WHAT IS THE HIGHEST DEGREE YOU HAVE RECEIVED?

high school 01
GED 02
CDA certificate 03
associate degree
(two year degree) . .04
bachelor's degree
(four year degree). .05
master's degree 06
Ph.D. 07
other *(Specify)*
_______________ 08

→ WHAT WAS YOUR MAJOR?
1.____________________
2.____________________

6. DO YOU HAVE A CDA (CHILD DEVELOPMENT ASSOCIATE) CERTIFICATE?

yes. 01
no . . . . . . .02 *(Go to Q.8)*

7. IN WHAT YEAR WERE YOU CERTIFIED?_______________ *(Go to Q. 10)*
year

8. ARE YOU WORKING ON A CDA CERTIFICATE?

yes. 01
no . . . . . .02 *(Go to Q.10)*

9. IN WHAT YEAR DO YOU EXPECT TO BE CERTIFIED?

____
year

10. ARE YOU CURRENTLY ENROLLED IN A FORMAL EDUCATION PROGRAM WHICH WILL LEAD TO A DEGREE OR DIPLOMA?

yes. 01
no . . . . . .02 *(Go to Q.14.)*

11. WHAT IS YOUR MAJOR FIELD OR AREA OF INTEREST?

____

12. WHAT DIPLOMA OR DEGREE DO YOU EXPECT TO EARN?

high school. 01
GED. 02
CDA certificate. 03
associate degree (two
 year degree) 04
bachelor degree (four
 year degree) 05
master's degree 06
Ph.D. 07
other *(Specify)*___________ 08

13. WHEN DO YOU EXPECT TO RECEIVE THIS DEGREE OR DIPLOMA? _____/_____ *(Go to Q.17.)*
month/year

14. DO YOU PLAN TO ENROLL IN A FORMAL EDUCATION PROGRAM IN THE FUTURE WHICH WILL LEAD TO A DEGREE OR DIPLOMA?

yes. 01
no . . . . . .02 *(Go to Q.17)*

15. WHAT DEGREE OR DIPLOMA DO YOU EXPECT TO EARN?

high school. 01
GED. 02
CDA certificate. 03
associate degree (two
 year degree) 04
bachelor degree (four
 year degree) 05
master's degree. 06
Ph.D. 07
other *(Specify)* ___________ 08

16. IN WHAT FIELD OR SPECIALTY ARE YOU INTERESTED?

____

17. DO YOU ANY LANGUAGE OTHER THAN ENGLISH?

DELETE

yes	01	
no	02	*(Go to Q.21)*

18. WHAT OTHER LANGUAGE DO YOU SPEAK?

CIRCLE ALL THAT APPLY

DELETE

Spanish	01
Any A dian Language	02
O cific Island	03
(Specify)	
1. ______________________	04
2. ______________________	05
3. ______________________	06

19. WHICH LANGUAGE DO YOU USUALLY SPEAK AT HOME?

DELETE

English	01
Spanish	02
American Indian Langu	03
Oriental/Pacific I	04
other *(Specif* ______________________	05

20. WHICH [redacted] LANGUAGE[redacted] DO YOU USE IN YOUR HEAD START CLASS?

CIRCLE ALL THAT APPLY

English	01
Spanish	02
American Indian Language	03
Oriental/Pacific Island	04
other *(Specify)* ______________________	05

SECTION B: WORK EXPERIENCE

21. WHEN DID YOU START TO WORK AT THIS HEAD START PROGRAM EITHER AS A VOLUNTEER OR A PAID EMPLOYEE?

________/________
month/year

22. ARE YOU CURRENTLY WORKING AS A FULL-TIME EMPLOYEE AT HEAD START?

yes 01
no. 02

23. WHAT IS YOUR PRESENT JOB TITLE (OR JOB TITLE IF YOU HAVE MORE THAN ONE) AND APPROXIMATELY HOW MANY MONTHS HAVE YOU HAD THIS JOB(S)?

	JOB TITLES	APPROXIMATELY HOW MANY MONTHS HAVE YOU HAD THIS JOB?	WHAT IS THE TITLE OF THE PERSON WHO SUPERVISES YOU IN THIS JOB?	HOW MANY PEOPLE DO YOU SUPERVISE IN THIS JOB? *(If zero enter 0)*
01	Director......	________	________	________
02	Head teacher..	________	________	________
03	Teacher.......	________	________	________
04	Teacher's Aide........	________	________	________
05	Education/ Curriculum coordinator.....	________	________	________
06	Health coordinator...	________	________	________
07	Parent coordinator...	________	________	________
08	Health aide...	________	________	________
09	Nutritionist..	________	________	________
	other *(Specify)*			
10	1.________	________	________	________
11	2.________	________	________	________

(If more than one job is given, ask Q.24, 25 & 26 otherwise, go to Q.27.)

24. ARE ANY OF THE JOBS YOU MENTIONED TEMPORARY?

yes 01
no. . . . . 02 *(Go to Q.26.)*

25. WHICH JOB IS TEMPORARY? *(Enter title.)*

1.________________________
2.________________________

26. WHICH OF THE ABOVE JOBS DO YOU CONSIDER YOUR PRIMARY JOB?

______________________________PRIMARY JOB.

27. HAVE YOU HAD ANY OTHER JOBS IN THIS PROGRAM?

yes. 01
no . . . . . .02 *(Go to Q.29.)*

28. WHAT WAS THE TITLE OF THE OTHER JOB(S) ?

(CIRCLE ALL THAT APPLY)

director .01
head teacher 02
teacher. .03
teacher's aide 04
education/curriculum coordinator 05
health coordinator 06
parent coordinator 07
health aide. 08
nutritionist 09
other *(Specify)*
1.______________________________ 10
2.______________________________ 11
3.______________________________ 12

29. WE WOULD LIKE TO FIND OUT ABOUT THE RELATED WORK EXPERIENCE YOU HAVE HAD. I WILL READ YOU A LIST OF ORGANIZATIONS AND YOU TELL ME HOW MANY MONTHS OF WORK EXPERIENCE YOU HAVE HAD WITH THE ORGANIZATION EITHER AS A PAID EMPLOYEE OR AS A VOLUNTEER: FOR EXAMPLE, YOU HAVE BEEN WORKING AT THIS PROGRAM SINCE _____/______ *(see Q.21)* SO THAT WOULD BE ABOUT _____ MONTHS AND YOUR JOB TITLE IS TEACHER.

HAVE YOU EVER WORKED AT:

ORGANIZATION	NO	YES	WHAT WAS YOUR JOB TITLE?	ABOUT HOW MANY MONTHS DID YOU WORK THERE?
ANY OTHER HEAD START	02	01	____________	______
PRESCHOOL OTHER THAN HEAD START	02	01	____________	______
KINDERGARTEN	02	01	____________	______
GRADES ONE THROUGH SIX	02	01	____________	______
GRADES FOUR THROUGH SIX	02	01	____________	______
SECONDARY SCHOOL	02	01	____________	______
ANY OTHER RELATED JOBS (02.01) *(Specify)*				
1____________			____________	______
2____________			____________	______

30. DURING A DELETE HOW MANY HOURS A WEEK DO YOU WORK AT PROGRAM?

_____________number of hours per week

31. WHAT ARE YOUR WORKING HOURS AT HEAD START?

Monday . . . ___:___to___:___
Tuesday . . . ___:___to___:___
Wednesday . . ___:___to___:___
Thursday . . ___:___to___:___
Friday. . . . ___:___to___:___

SECTION C: SCHEDULING

LET'S TALK ABOUT YOUR SCHEDULE FOR A FEW MINUTES. YOU HAVE TOLD ME ABOUT YOUR WORKING HOURS, NOW I'D LIKE TO FIND OUT ABOUT HOW YOU ACCOMPLISH ALL THAT YOU MUST DO WITHIN THOSE HOURS. I'D LIKE TO BEGIN BY ASKING YOU TO TELL ME WHAT KINDS OF THINGS YOU DO ON A DAY TO DAY BASIS.

LET'S BEGIN WITH YOUR FIRST DAY EACH WEEK.
o WHAT TIME TO YOU ARRIVE?
(Interviewer: Begin coding on the matrix at this time. Prompt the teacher to give you her entire schedule for that first day usually Monday.)

The matrix uses these categories:

- Teacher Directed Instructions - Activities in which the teacher is demonstrating to the children, asking them questions or describing something to them. This includes times such as 'circle time', 'small group time', etc. ASK THE TEACHER WHAT SHE IS DOING DURING PARTICULAR TIMES IF YOU ARE UNCLEAR THAT THEY ARE TEACHER DIRECTED TIMES.

Child Selected - Activity times when the children are free to choose materials or toys to play with. This includes 'free play', 'outdoor play time', etc. During these times, the teacher is not directly interacting with the children other than to direct them to choose an activity. She is not demonstrating, asking questions, reading to them, etc.

Caregiving - toileting, dressing, undressing, brushing teeth, taking care of the room, setting up, etc.

Feeding - breakfast, lunch, snacks.

Nap - nap time

Planning Time - Time the teacher sets aside for writing or preparing her lesson plans.

For each 15 minute period check an appropriate response. In some cases, there may be two checks, for example, "planning" and "nap time", the teacher may write her lesson plans while the children nap, or the teacher may be working individually with children while the others are in child-selected activities therefore both Teacher Directed and Child Selected are checked.

o ARE THE OTHER DAYS JUST LIKE THIS ONE?
If so, check all the appropriate squares.

If not, ask the teacher:
o HOW DO OTHER DAYS DIFFER?

(Check those times which differ only. Later go back and fill in all the squares which are the same.)

me	activity	teach	child	caregi	feedi	plann	nap
		01	02	03	04	05	0
00-7:15							
15-7:30							
30-7:45							
45-8:00							
00-8:15							
15-8:30							
30-8:45							
45-9:00							
00-9:15							
15-9:30							
30-9:45							
45-10:00							
:00-10:15							
:15-10:30							
:30-10:45							
:45-11:00							
:00-11:15							
:15-11:30							
:30-11:45							
:45-12:00							
:00-12:15							
:15-12:30							
:30-12:45							
:45-1:00							
00-1:15							
15-1:30							
30-1:45							
45-2:00							
00-2:15							
15-2:30							
30-2:45							
45-3:00							
00-3:15							
15-3:30							
30-3:45							
45-4:00							
00-4:15							
15-4:30							
30-4:45							
45-5:00							
00-5:15							
15-5:30							
30-5:45							
45-6:00							
TAL TIME				XX	XX	XX	XX

(*enter in Q 68 + 69*) teacher directed time per week= ______ X ________ = __________
days teacher directed

child selected time per week = ______ X ________ = __________
days child selected

33. THERE MAY BE A NUMBER OF ACTIVITIES THAT YOU PERFORM IN YOUR JOB THAT DO NOT OCCUR ON THIS WEEKLY SCHEDULE I'D LIKE TO ASK SOME SPECIFIC QUESTIONS ABOUT THESE THINGS.

IN THE LAST MONTH, ABOUT HOW MANY HOURS DID YOU SPEND IN THE FOLLOWING ACTIVITIES: *(IF NONE ENTER o IN HOURS AND CONTINUE TO NEXT CATEGORY).*

		DO YOU HAVE A REGULARLY SCHEDULED TIME FOR THIS ACTIVITY	
		YES	NO
TALKING WITH PARENTS INDIVIDUALLY AT THE CENTER?	______HOURS	01	02
ATTENDING PARENT MEETINGS?	______HOURS	01	02
TALKING WITH OTHER STAFF ABOUT INDIVIDUAL PARENTS OR CHILDREN?	______HOURS	01	02
MEETING WITH PROGRAM COORDINATORS IN A GROUP SETTING? (E.G. EDUCATION COORDINATOR)	______HOURS	01	02
TALKING WITH PROGRAM COORDINATORS INDIVIDUALLY?	______HOURS	01	02
PROVIDING SOCIAL SERVICES, FOR EXAMPLE, MAKING PHONE CALLS FOR REFERRALS TO A SOCIAL SERVICE AGENCY?	______HOURS	01	02
PROVIDING HEALTH SERVICES, FOR EXAMPLE, ASSISTING PARENTS TO GET MEDICAL OR DENTAL SERVICES FOR THEIR CHILD?	______HOURS	01	02
DRIVING CHILDREN OR PARENTS TO HEAD START OR TO HEAD START ACTIVITIES?	______HOURS	01	02
GIVING TRAINING IN A GROUP SETTING?	______HOURS	01	02
GIVING TRAINING IN A ONE TO ONE SITUATION?	______HOURS	01	02
PERFORMING ADMINISTRATIVE TASKS OR PAPERWORK?	______HOURS	01	02
MAKING HOME VISITS?	______HOURS	01	02

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT HOME VISITS, YOUR CLASSROOM ACTIVITIES AND YOUR HEAD START TRAINING.

34. HOW OFTEN DO YOU VISIT EACH OF YOUR HEAD START FAMILIES?

never. . . . . .01 *(Go to Q.38.)*
weekly 02
every two weeks.03
monthly. 04
every two months 05
less than every two months . .06

35. WHAT IS THE MAJOR PURPOSE OF THE HOME VISITS THAT YOU MAKE? *(hand teacher the response sheet).*

TO BECOME ACQUAINTED WITH THE PARENTS. 01
TO OBTAIN AN UNDERSTANDING OF THE CHILD'S HOME SITUATION. 02
TO TELL THE PARENTS HOW THEIR CHILD IS DOING IN CLASS. 03
TO TEACH THE PARENTS HOW TO WORK WITH THE CHILD AT HOME.. 04
TO HELP THE PARENTS OBTAIN SOCIAL OR MEDICAL SERVICES 05
OTHER *(Specify.)* 1.______________________________ 06

36. ABOUT HOW OFTEN DO YOU LEAVE BOOKS OR MATERIALS WITH THE PARENTS?

never. . . . . 01 *(Go to Q.38.)*
every visit 02
every other visit. . . . 03
not that often 04

37. DO YOU EXPLAIN TO PARENTS HOW THEY CAN USE THESE BOOKS OR MATERIALS AT HOME TO HELP THEIR CHILD LEARN?

yes 01
no 02

SECTION E: PLANNING

38. I'D LIKE TO ASK YOU SOME QUESTIONS 'OUT THE TIME YOU SPEND PLANNING CLASSROOM ACTIVITIES. WHC THE ACTIVITIES FOR YOUR CLASS? WOULD YOU SAY: ((*eacher response sheet)*

YOU PLAN THE ACTIVITIES A' JNE REVIEWS THEM. 01
YOU PLAN THE ACTIVITIES HE EDUCATION
COORDINATOR OR T' CTOR REVIEWS THEM 02
THE EDUCATION COOR' PLANS THE ACTIVITIES AND GIVES YOU
THE PLANS WP TO BE FOLLOWED 03
THE EDUCATION NATOR PLANS THE ACTIVITIES AND GIVES
YOU THE WHICH ARE ONLY SUGGESTIONS TO YOU. 04
YOU DO NOT US. A PLAN . . . . .05 *Go to*
other *(Specify.)*___ _______________________. 06

DELETE

39. ARE YOUR ACTIV' ANS WRITTEN O'

y' 01
. 02

DELETE

40. WH' PERIOD DO TH' COVER? THAT IS, ARE THE PLANS DAILY, , MONTHLY, ET'

dail' 01
wee. 02
e' wo weeks. . .03
ly. 04
ner *(Specify)*
____________ .05

DELETE

41. AT WHAT LEVEL ARE ARITY OF YOUR PLANS DEVELOPED? *(circle one)*

CLAS' 01
S' UPS OF CHILD' . .02
DUAL CHILD 03
er *(Specify)*

DELETE

42. ' AVE A REGULA' ULED TIME FOR PLANNING CLASSROOM ITIES?

yes . .01
n . . .02

DELETE

43. ABOUT HO' TIME DURING DO YOU SPEND PLANNING CLASSROOM ACTIV' INCLUDING I' ANS?

__ ____/________
rs / minutes

DELETE

44. ABOUT HOW ' THIS TIME PER ' SPENT PLANNING CLASSROOM ACTIVIT' OTHER STAFF M' *(go to Q 46)*

none . . . . . *o to Q.46.)*

________/ ______
hour tes

DELETE

45. WHO ARE THE OTHER STAFF MEMBERS WHO ST YOU IN PLANNING CLASSROOM ACTIVITIES? *(Circle all t y.)*

TEACHERS. 01
PROGRAM COORD 02
YOUR AIDE 03
DIRECTO 04
PARE 05
oth *pecify)*________________ . . *06*

DELETE

SECTION F: TRAINING

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT PRESERVICE TRAINING AND INSERVICE TRAINING PROVIDED BY HEAD START. LET'S BEGIN WITH THE PRESERVICE TRAINING. (THE TRAINING WHICH TOOK PLACE BEFORE THE CENTER WAS OPEN TO CHILDREN.)

46. HAVE YOU ATTENDED ANY PRESERVICE TRAINING SESSIONS THIS SCHOOL YEAR?

yes. 01
no. . . . . . . .02 *(Go to Q.54.)*

47. FOR THIS SCHOOL YEAR, HOW MANY DAYS TOTAL HAVE YOU SPENT IN PRESERVICE TRAINING?

________________total number of days

48. YOU TOLD ME YOU HAVE ATTENDED ________ DAYS OF PRESERVICE TRAINING. ABOUT HOW MANY TOTAL HOURS WOULD YOU SAY THIS INVOLVED?

________________total number of hours

(Enter in Q.49.)

49. DELETE OUT HOW THE TRAINING SESSIONS WERE
ER AND TOPICS WERE DISCUSSED.

HOW WERE THE PRESERVICE TRAINING SESSIONS CONDUCTED?	No	Yes	OF THE ____ HOURS ABOUT HOW MANY WERE DEVOTED TO
A. LECTURES	.02	01	______ hrs. ______ mi
B. PREPARATION OF CLASSROOM MATERIALS	.02	01	______ hrs. ______ mi
C. GROUP DISCUSSIONS	.02	01	______ hrs. ______ mi
D. ONE TO ONE SUPERVISOR TO TEACHER TRAINING	.02	01	______ hrs. ______ mi
E. other *(specify)*			
1. ______________	.02	01	______ hrs. ______ mi
2. ______________	.02	01	______ hrs. ______ mi
WERE THE FOLLOWING TOPICS OR AREAS DISCU' ?			
F. PROBLEMS REGARDING INDIVIDUAL CHILDREN OR FAMILIES			______ hrs. ______ mi
G. STAFF OR CENTER PROBLEMS			______ hrs. ______ mi
H. ADMINISTRATIVE METHODS			______ hrs. ______ mi
I. PLANNING CLASSROOM ACTIVITI'			______ hrs. ______ mi
J. COMPLETING ADMINISTRATIVE PAPERWORK		01	______ hrs. ______ mi
K. HEALTH ISSUES		01	______ hrs. ______ mi
L. PARENT INVOLVEMENT.	2	01	______ hrs. ______ mi
M. GENERAL PROGRAM OP'	.02	01	______ hrs. ______ mi
N. SERVICE TO THE H'	.02	01	______ hrs. ______ mi
O. SOCIAL SERVICE	.02	01	______ hrs. ______ mi
P. BILINGUAL/BIC' NG	.02	01	______ hrs. ______ mi
Q. TEACHING ME'	.02	01	______ hrs. ______ mi

DELETE

WHAT 1. RE DISCUSSED?

1. ______________ ______ hrs. ______ min
2. ______________ ______ hrs. ______ min
3. ______________ ______ hrs. ______ min

R. TEACHING MATERIALS	.02	01	______ hrs. ______ min

WHAT KIND OF TEACHING MATERIALS?

1. ______________ ______ hrs. ______ mins
2. ______________ ______ hrs. ______ mins
3. ______________ ______ hrs. ______ mins

S. CLASSROOM ACTIVITIES	.02	01	______ hrs. ______ mins

WHAT KIND OF CLASSROOM ACTIVITIES?

1. ______________ ______ hrs. ______ mins
2. ______________ ______ hrs. ______ mins
3. ______________ ______ hrs. ______ mins

For BES Only T. BES GUIDELINES	.02	01	______ hrs. ______ mins
NOT BES		03	

50. CAN YOU THINK OF ANY OTHER S MATTER OR TOPICS WHICH WERE DISCUSSED AT THE PRESERVIC NG?

yes. . . . .
no . . . . (Go to Q.52.)

DELETE

51. PLEASE DESCRIBE TIONAL SUBJECT MATTER OR TOPICS WHICH WERE DISCUSSED

Subject/T	ABOUT HOW MANY HOURS WERE DEVOTED TO THIS AREA?
1.______ ____________	_____HRS._____MIN.
2.____________________	_____HRS._____MIN.
3.____________________	_____HRS._____MIN.
4.____________________	_____HRS._____MIN.
5.____________________	_____HRS._____MIN.

52. WHO CONDUCTED THE PRESERVICE TRAINING SESSIONS YOU ATTENDED?

CIRCLE ALL THAT APPLY

center director/Head irector. 01
teaching staff 02
program speciali educational coordinator parent coordinator. 03

DELETE

outside spec e.g. psychologists, child development specialists . .04
regional onsultants 05
Head S ning and Technical Assistance Agency.06
publ staff. 07
oth ify) 1.____________________ 08
2.____________________ 09
3.____________________ 10

53. IN GENERAL, HOW SATISFIED ARE YOU WITH THE PRESERVICE TRAINING SESSIONS YOU ATTENDED IN REGARD TO WHAT WAS TAUGHT AND HOW YOU WERE TAUGHT.

	EXTREMELY SATISFIED	VERY SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED
REGARDING WHAT WAS TAUGHT WOULD YOU SAY YOU WERE	01	02	03	04
REGARDING HOW YOU WERE TAUGHT WOULD YOU SAY YOU WERE	01	02	03	04

NOW THAT WE'VE DISCUSSED PRESERVICE TRAINING, WE WOULD LIKE SOME INFORMATION ON INSERVICE TRAINING THAT YOU MAY HAVE RECEIVED DURING THE LAST MONTH.

54. INSERVICE TRAINING MAY TAKE MANY FORMS, ONE OF THE FORMS IS THROUGH STAFF TRAINING MEETINGS OR STAFF TRAINING DAYS. IN THE PAST MONTH, HAVE YOU ATTENDED ANY INSERVICE TRAINING SESSIONS?

yes. 01
no . . . . . . .02 *(Go to Q.63.)*

55. DURING THE PAST MONTH, HOW MANY INSERVICE TRAINING SESSIONS HAVE YOU ATTENDED?

none 00

________number of sessions

56. ABOUT HOW MANY HOURS DID YOU SPEND IN THESE _____TRAINING SESSIONS?

________number of hours

57.

DELETE

OUT HOW THE INSERVICE TRAINING
SUBJECT AREA OR TOPICS WERE TAUGHT.

HOW WERE THE INSERVICE TRAINING SESSIONS CONDUCTED?	No	Yes	OF THE ____ HOURS HOW MANY WERE DEVOTED TO	
A. LECTURES.	.02	01	________ hrs.	______ mi
B. PREPARATION OF CLASSROOM MATERIALS	.02	01	________ hrs.	______ mi
C. GROUP DISCUSSIONS	.02	01	________ hrs.	______ mi
D. ONE TO ONE SUPERVISOR TO TEACHER TRAINING.	.02	01	________ hrs.	______ mi
E. other *(specify)*				
1.____________________ . .	.02	01	________ hrs.	______ mi
2.____________________ . .	.02	01	________ hrs.	______ mi
WERE THE FOLLOWING TOPICS OR AREAS DISCUSSED?				
F. PROBLEMS REGARDING INDIVIDUAL CHILDREN OR FAMILIES.	.02	1	________ hrs.	______ mi
G. STAFF OR CENTER PROBLEMS.	.0		________ hrs.	______ mi
H. ADMINISTRATIVE METHODS.			________ hrs.	______ mi
I. PLANNING CLASSROOM ACTIVITIES			________ hrs.	______ mi
J. COMPLETING ADMINISTRATIVE PAPERWORK			________ hrs.	______ mi
K. HEALTH ISSUES		1	________ hrs.	______ mi
L. PARENT INVOLVEMENT.		01	________ hrs.	______ mi
M. GENERAL PROGRAM C	2	01	________ hrs.	______ mi
N. SERVICE TO THE	.02	01	________ hrs.	______ mi
O. SOCIAL SERV . .	.02	01	________ hrs.	______ mi
P. BILINGUAL NG . .	.02	01	________ hrs.	______ mi
Q. TEACHING	.02	01	________ hrs.	______ mi
WHAT WERE DISCUSSED?				
1.______________________________			________ hrs.	______ mi
2.______________________________			________ hrs.	______ mi
3.______________________________			________ hrs.	______ mi
R. TEACHING MATERIALS.	.02	01	________ hrs.	______ mi
WHAT KIND OF TEACHING MATERIALS?				
1.______________________________			________ hrs.	______ mi
2.______________________________			________ hrs.	______ mi
3.______________________________			________ hrs.	______ mi
S. CLASSROOM ACTIVITIES.	.02	01	________ hrs.	______ mi
WHAT KIND OF CLASSROOM ACTIVITIES?				
1.______________________________			________ hrs.	______ mi
2.______________________________			________ hrs.	______ mi
3.______________________________			________ hrs.	______ mi
For BES Only T. BES GUIDELINES.	.02	01	________ hrs.	______ mi
NOT BES . .		03		

DELETE

58. CAN YOU THINK OF ANY OTHER SUBJEC MATTER OR TOPICS WHICH WERE DISCUSSED AT THE INSERVICE TRA SESSIONS?

yes. . . . . .
no . . . . .

59. PLEASE DESCRIBE ECT MATTER OR TOPICS WHICH WERE DISCUSS

DELETE

Subject/	HOW MANY HOURS WERE DEVOTED TO THIS AREA?
1.________ ________	________hrs.______mins.
2.________ ________	________hrs.______mins.
3.________________	________hrs.______mins.
4.________________	________hrs.______mins.
5.________________	________hrs.______mins.

60. WHO USUALLY CONDUCTS THE INSERVICE TRAINING SESSIONS?

CIRCLE ALL THAT APPLY

	A WHO USUALLY CONDUCTS?	B WHO CONDUCTED THE MOST RECENT TRAINING SESSION?
director.	01	01
teaching staff. . .	02	02
program special education	03	03
outside s psyc hood s	04	04
reg	05	05
Head and Technical Assi ency	06	06
public staff	07	07
other *(Specify)* 1.____________	08	08
2.____________	09	09
3.____________	10	10

DELETE

61. WHO CONDUCTED THE MOST RE RVICE TRAINING SESSION?
(Circle the correspon in Column B above.)

DELETE

62. IN GENERAL, HOW SATISFIED ARE YOU WITH THE INSERVICE SESSIONS IN REGARD TO WHAT WAS TAUGHT AND HOW IT WAS TAUGHT?

	EXTREMELY SATISFIED	VERY SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED
REGARDING WHAT WAS TAUGHT WOULD YOU SAY YOU WERE	01	02	03	04
REGARDING HOW YOU WERE TAUGHT WOULD YOU SAY YOU WERE	01	02	03	04

63. • HERE ARE DESCRIPTIONS OF FIVE CLASSES WHICH TELL YOU HOW EACH OF THESE TEACHERS TEACHES. I WOULD LIKE YOU TO READ THESE DESCRIPTIONS AND TELL ME WHICH ONE SOUNDS MOST LIKE YOUR OWN STYLE OF TEACHING. PLEASE TAKE YOUR TIME WHILE I FINISH CODING SOME OF THE INFORMATION YOU HAVE ALREADY GIVEN ME.

(Interviewer: Use this time to determine teacher directed time and child directed time from the daily schedule on page 8. Be sure to enter this time on page 20 directly above Q.68.)

class 1.	.01
class 2.	.02
class 3.	.03
class 4.	.04
class 5.	.05

64. TEACHERS MAY EMPHASIZE DIFFERENT THINGS IN THEIR TEACHING. PLEASE RANK EACH OF THE FOLLOWING AREAS AS TO WHICH ONES YOU EMPHASIZE IN YOUR OWN TEACHING.

(Rank them with 1 being the most emphasized and 7 being the least emphasized.)

01 SENSORY MOTOR DEVELOPMENT. . . . . ____
02 LANGUAGE DEVELOPMENT . . . . ____
03 GROUP AND SOCIAL SKILLS DEVELOPMENT. . . . . ____
04 CONCEPT DEVELOPMENT. . . . . ____
05 ACADEMIC SKILLS DEVELOPMENT. . . . . ____
06 SELF-ESTEEM DEVELOPMENT. . . . . ____
07 MOTIVATIONAL DEVELOPMENT . . . . ____

Classroom 1: Mrs. Green

Mrs. Green's class is very open. The activities she uses with her children are determined by what she sees the children need. She does not use any preplanned sequenced activities, because she wants to concentrate on the "whole child" and his needs. This means that her teaching is directed toward intellectual, language, sensorimotor and socio-emotional development at the same time that she is trying to help the children develop a sense of well-being. She uses no written set of behavioral objectives, because the focus of her classroom changes day by day with what she sees the children need on any particular day.

Classroom 2: Mrs. Jones

Mrs. Jones plans learning activities which are designed to reach specific goals for the children. Mrs. Jones writes these specific goals by assessing the strengths and weaknesses of individual children in her class. She develops and follows a daily plan. She works hard on developing language skills, motor skills, reasoning skills, and social skills. Mrs. Jones selects and organizes the activities within a somewhat structured setting. The materials she uses are often developmentally sequenced and offer guidelines for her teaching.

Classroom 3: Mr. Smith

Mr. Smith has a very structured classroom. He believes that the children in his class will never get anywhere unless they learn the basic rules and concepts involved in language, arithmetic, and reading. He does not work directly on social and emotional development because he believes that the children will develop positive self-concepts when they experience success in learning language, arithmetic and reading. He closely superises each child in the class. He feels that given the small amount of time he has with the children, it is better for them to study academic skills rather than spend their time playing. He directs all of the learning activities and the children participants in prescribed ways.

Classroom 4: Ms. Johnson

Ms. Johnson's classroom is full of self-instructing materials that are designed so that the children can use them alone. The children are free to choose the materials they want to work with and to pace their own rate of learning. Ms. Johnson has no proplanned activities, but rather has planned her classroom in such a way that the materials do the teaching as the child plays with them. Ms. Johnson has a moderate level of structure in her class. She wants the children to learn rather than to lear- some specific content.

Classroom 5: Ms. Washington

Ms. Washington uses many activities and materials which she feels will improve cognitive or intellectual development. She is expecially interested in having the children develop abilities in classification, seriation, number, measurement, and space. The children in Ms. Washington's class participate in many well planned activities which are designed to stiwulate mental activity. Ms. Washington designs lessons which require the children to manipulate both physically and mentally concrete materials and facts. These learning situations are set up to get reasoning responses from the child. Ms. Washington then responds to the child's reasoning, asking for explanation of the child's answers and guiding his use of the materials. The tasks are structured to encourage children to apply reasoning processes to a variety of situations rather than just learning rote answers.

65. NOW THAT YOU HAVE TOLD ME ABOUT YOUR TEACHING STYLE OR APPROACH IN THE CLASSROOM I WOULD LIKE TO FIND OUT ABOUT SOME OF THE MATERIALS RESOURCES OR CURRICULUM GUIDES YOU MIGHT USE.

WHAT ARE THE PRIMARY RESOURCE MATERIALS, CURRICULUM GUIDES OR KITS YOU USE TO DEVELOP AND PLAN YOUR CURRICULUM?

circle all that apply *For each circled response ask Q.65a.*

Uses own Curriculum . . . . 01 *(Go to Q 65)*
Early Childhood Discovery Materials (Bank Street College) . . . . 02 . . . . . ______ hrs. ______ min.
An Activities Handbook for Teachers of Young Children (Croft and Hess) . . . . 03 . . . . . ______ hrs. ______ min.
The New Nursery School (Nimnicht) . . . . 04 . . . . . ______ hrs. ______ min.
Early Chiodhood Curriculum: Piaget Program (Weikart) . . . . 05 . . . . . ______ hrs. ______ min.
Cognitively Oriented Curriculum (Weikart) . . . . . 06 . . . . . ______ hrs. ______ min.
Inquisitive Games: Discoveing how to Learn . . 07 . . . . . ______ hrs. ______ min.
Inquisitive Games: Exploring Number and Space . . . . 08 . . . . . ______ hrs. ______ min.
GOAL: Language Development (Karnes) . . . 09 . . . . . ______ hrs. ______ min.
GOAL: Math (Karnes) . . . . 10 . . . . . ______ hrs. ______ min.
Peabody Language Development kit . . . 11 . . . . . ______ hrs. ______ min.
PEEK Kit . . . . 12 . . . . . ______ hrs. ______ min.
Frostig Perceptual Motor Program 13 . . . . . ______ hrs. ______ min.
Learning to Think (Thurstone) . . 14 . . . . . ______ hrs. ______ min.
Learning Accomplishment Profile LAP (Sanford) . 15 . . . . . ______ hrs. ______ min.
Portage Project . . . . 16 . . . . . ______ hrs. ______ min.
Memphis Program . . . . 17 . . . . . ______ hrs. ______ min.
DISTAR: Language . . . . 18 . . . . . ______ hrs. ______ min.
DISTAR Reading . . . . 19 . . . . . ______ hrs. ______ min.
DISTAR Math . . . . 20 . . . . . ______ hrs. ______ min.
Alpha Time . . . . 21 . . . . . ______ hrs. ______ min.
Readiness Programs . . . . 22 . . . . . ______ hrs. ______ min.

Other *(specify)*
1.______________________ 23 . . . . . ______ hrs. ______ min.
2.______________________ 24 . . . . . ______ hrs. ______ min.
3.______________________ 25 . . . . . ______ hrs. ______ min.
4.______________________ 26 . . . . . ______ hrs. ______ min.

(For each response code 02 through 26 circled in Q.65 ask Q.65.A.)

65.A. ABOUT [illegible] DELETE [illegible] IN A WEEK DO YOU DEVOTE TO ________________(material)?
(Ent [illegible] total minutes by the corresponding circled code in Q.65.)

66. DO YOU DECIDE WHICH TEACHING APPROACH AND MATERIALS TO USE OR DO YOU RECEIVE ASSISTANCE FROM SOMEONE ELSE?

teacher decides alone. . . . . . .01 *(Go to Q.68.)*
teacher has assistance 02

67. WHO ELSE IS INVOLVED IN THIS DECISION?

CIRCLE ALL THAT APPLY

director. 01
education coordinator 02
head teachers 03
teachers. 04
aides. .05
parents .06
public school staff 07
other *(Specify.)* 1.________________________. .08
2.________________________. .09
3.________________________. .10

68. *(Interviewer: In the following questions you will use the figures for teacher-directed time and child-selected time that you got from the daily schedule on page 8.)*

teacher ________ minutes per k *(Enter in Q.68 and 69)*
child ________ minutes p *(Enter in Q.70)*

ACCORDING TO THE DA WE COMPLETED EARLIER, YOU SPEND ABOUT __ RECTING THE CHILDREN IN TEACHING ACT OF THESE MINUTES ARE SPENT ON: (one, enter 0 on the corresponding will work with the teacher to determine n time to indicate for each area listed here.)

DELETE

minutes per week

LANGUAGE PMENT . . . . . . ______
READING/PR EADING . . . . ______
WRITING. . . . . ______
MATH/NUMBERS . . . . ______
SCIENCE/PROBLEM SOLVING. . . . . ______
ART/MUSIC. . . . . ______
SMALL MUSCLE DEVELOPMENT . . . . ______
LARGE MUSCLE DEVELOPMENT . . . . ______

69. WHEN YOU ARE DIRECTING THE CHILD IN TEACHING ACTIVITIES, ABOUT HOW MANY OF THE ______MINUTES *(If 0 enter 0)*

WORK WITH THE CLASS AS ______minutes
WORK WITH THE CLASS ______minutes
WORK WITH CHILDR ______minutes

DELETE

89

70. ACCORDING TO THE DAILY ACTIVI LETED EARLIER YOU ALSO ALLOW ABOUT ______ MI E CHILDREN TO MORE OR LESS CHOOSE THEIR AC MANY OF THESE ______ MINUTES WOULD THE CHILD *(If eacher response sheet)*

DELETE

BE WOR TH AN ADULT? ________ minutes per week
BE W HILDREN IN SMALL GRO. ________ minutes per week
BE WORK. L THE CHILDREN IN THE SAME A Y? ________ minutes per week

71. ABOUT HOW MUCH TIME DURING THE DAY DOES SOMEONE READ TO THE CHILDREN? *(If 0 enter 0)*

__________ minutes

72. WHEN YOU ARE WORKING ON THE INDIVIDUAL NEEDS OF A CHILD, WHICH ONE OF THE FOLLOWING ACTIVITIES DO YOU DO MOST OFTEN? *(hand teacher response sheet)*

DO YOU:	YES	NO
JOIN THE CHILD AND WORK ON THE ACTIVITY HE IS ALREADY ENGAGED IN?	.01	02
TAKE THE CHILD ASIDE AND WORK ON A PARTICULAR ACTIVITY OR SKILL IN WHICH HE NEEDS HELP?.	.01	02
PROVIDE THE CHILD WITH INDIVIDUAL MATERIALS OR PROCEDURES THAT HE CAN USE WITHIN THE LARGE GROUP ACTIVITIES?. . . .	.01	02
GROUP CHILDREN INTO SMALL GROUPS ALL OF WHOM NEED THE SAME KIND OF HELP?.	.01	02

73. DO YOU DEVELOP INDIVIDUAL MATERIA BE USED WITH CHILDREN WHO NEED INDIVIDUAL HELP?

yes. . . . . .
no . . . . .

74. HOW DO YOU USUAL HILD NEEDS INDIVIDUAL ATTENTION?

DELETE

u. .01
use on from classroom activities . . . 02
base age of the child 03
based assessment of the child's developmental levels 04
other *(specify)* __________________ 05

75. ABOUT HOW OFTEN DOES AN ADULT WORK TH AN INDIVIDUAL CHILD? WOULD YOU SAY:

DAILY . . . . . .
2 - 3 TIMES A
WEEKLY. .
ONCE EV

DELETE

76. ABOUT HOW OF THE INDIVIDUAL CHILD SESSIONS LAST?

___ _____ minutes

78. I WILL READ YOU A LIS EACH CONTENT AREA I WOULD
LIKE FOR YOU OF CHILDREN YOU WOULD
MOST OFTEN ND THEN THE TYPES OF
GROUPINGS. ONE YOU MOST OFTEN USE
FOR THE CONTE

DELETE

(Interviewer: read the content area and then the groupings. Circle the grouping which the teacher most often uses. Only one circle to a line.)

(hand teacher response sheet)

	LET THE CHILDREN SELECT	PLACE THE CHILDREN BY AGE	PLACE THE CHILDREN BY OVERALL ABILITY	PLACE THE CHILDREN BY PARTICULAR NEED	TEACH THE CLASS IN A WHOLE GROUP	TEACH INDIVIDUAL CHILDREN
LANGUAGE DEVELOPMENT	01	02	03	04	05	06
READING/PREREADING	01	02	03	04	05	06
MATH/NUMBERS	01	02	03	04	05	06
SCIENCE/PROBLEM SOLVING	01	02	03	04	05	06
ART/ MUSIC	01	02	03	04	05	06
SMALL MUSCLE DEVELOPMENT	01	02	03	04	05	06
LARGE MUSCLE DEVELOPMENT	01	02	03	04	05	06

79. AT THE BEGINNING OF THE SCHOOL YEAR, HOW DO YOU FIND OUT ABOUT THE DEVELOPMENTAL LEVELS OF EACH CHILD IN YOUR CLASS?

CIRCLE ALL THAT APPLY

informal observation. 01
discussion with parents 02
discussion with program staff 03
look at child's records 04
administer criterion referenced checklist . . .05
refer for testing. 06
administer diagnostic measures. 07
informal assessment devices 08

(If response 07 or 08 is circled, go to Q. 80; otherwise go to Q. 81.)

80. WHICH DIAGNOSTIC MEASURES DO YOU USE?

CIRCLE ALL THAT APPLY

Denver Developmental Screening Test (DDST)....................01
Peabody Picture Vocabulary Test (PPVT)........................02
Learning Accomplishment Profile (LAP)..........................03
Portage Guide to Early Education...............................04
Santa Clara Inventory of Development (IOD)....................05
School before Six...06
other *(specify)*
1.____________________________..........................07
2.____________________________..........................08
3.____________________________..........................09

81. DURING THE YEAR, DO YOU ALSO ASSESS THE CHILDREN'S DEVELOPMENTAL PROGRESS?

yes. 01
no . . . . .02 *(Go to Q. 83.)*

82. WHAT INSTRUMENTS DO YOU USE TO ASSESS THE CHILDREN'S DEVELOPMENTAL PROGRESS?

(Circle all that apply)	daily	at least weekly	at least monthly	2 times/year
01.. **Denver Developmental Screening Test (DDST)**	01	02	03	04
02.. Peabody Picture Vocabulary Test (PPVT)	01	02	03	04
03.. Learning Accomplishment Profile (LAP)	01	02	03	04
04.. Protage Guide to Early Education	01	02	03	04
05.. Santa Clara Inventory of Development (IOD)	01	02	03	04
06.. School before Six	01	02	03	04
other (specify)				
07... 1.____________________	01	02	03	04
08... 2.____________________	01	02	03	04
09... 3.____________________	01	02	03	04

(For any of the responses which are circled in Question 82, ask Question 82a.)

82a. HOW OFTEN DO YOU USUALLY USE THIS INSTRUMENT?

(Circle the appropriate response category in Question 82.)

SECTION G: ATTITUDES

83. I AM GOING TO READ SOME STATEMENTS TO YOU THAT OTHER TEACHERS HAVE MADE. I WOULD LIKE YOU TO TELL ME IF YOU STRONGLY AGREE, AGREE MILDLY, ARE NOT SURE, DISAGREE MILDLY OR STRONGLY DISAGREE WITH EACH OF THEM. THERE IS NO RIGHT OR WRONG ANSWER. WE'D JUST LIKE TO KNOW HOW YOU FEEL. HERE ARE A LIST OF STATEMENTS WHICH TEACHERS MIGHT MAKE. PLEASE READ THEM AND INDICATE IF YOU. *(Circle one code per line)*

	strongly disagree	mildly disagree	not sure/ uncertain	mildly agree	strongly agree
1. THERE IS LITTLE PARENTS SHOULD DO ABOUT PRESCHOOL PRACTICES AND POLICIES	1	2	3	4	5
2. PARENTS ARE EAGER TO HEAR MY IDEAS ABOUT HOW TO WORK WITH THEIR CHILDREN	1	2	3	4	5
3. ONCE A CHILD IS IN THE PRESCHOOL, IT IS THE PRESCHOOL'S RESPONSIBILITY FOR HIS/HER EDUCATION.	1	2	3	4	5
4. NO MATTER HOW WELL EDUCATED A PARENT IS, HE DOESN"T KNOW ENOUGH ABOUT TEACHING YOUNG CHILDREN TO BE ABLE TO GIVE A TEACHER ADVICE.	1	2	3	4	5
5. WHAT A PARENT TEACHES HER CHILD AT HOME IS VERY IMPORTANT TO HIS/HER SUCCESS.	1	2	3	4	5
6. PARENTS CANNOT DO MUCH TO CHANGE WHAT HAPPENS AT HEAD START	1	2	3	4	5
7. PARENTS WANT ME TO TELL THEM HOW TO HELP THEIR CHILDREN.	1	2	3	4	5
8. IT IS NOT UP TO PARENTS TO TEACH THE CHILDREN ONCE THEY ARE IN HEAD START.	1	2	3	4	5
9. SINCE PARENTS LACK SPECIAL TRAINING IN EDUCATION, THEY SHOULD NOT QUESTION THE TEACHER'S TEACHING METHODS.	1	2	3	4	5
10. PARENTS CAN TEACH CHILDREN MANY THINGS THAT WILL HELP THEM IN HEAD START.	1	2	3	4	5

	strongly disagree	mildly disagree	not sure/ uncertain	mildly agree	strongly agree
11. PARENTS CANNOT HAVE A MEANINGFUL EFFECT ON HEADSTART.	1	2	3	4	5
12. PARENTS WANT ME TO HELP THEM DO A BETTER JOB OF TEACHING THEIR CHILDREN AT HOME.	1	2	3	4	5
13. ONCE A CHILD IS IN SCHOOL THERE IS LITTLE A PARENT CAN DO AT HOME TO HELP EDUCATE HIM/HER.	1	2	3	4	5
14. BECAUSE OF ALL A TEACHER'S TRAINING AND EXPERIENCE, PARENTS SHOULD NOT TRY TO TELL HER HOW TO TEACH.	1	2	3	4	5
15. A PARENT'S HELP AND INTEREST AT HOME ARE ABSOLUTELY NECESSARY FOR A CHILD TO SUCCEED IN SCHOOL.	1	2	3	4	5
16. PARENTS SHOULD NOT INTERFERE SINCE TEACHERS KNOW MORE ABOUT WHAT CHILDREN SHOULD BE TAUGHT.	1	2	3	4	5

This concludes our interview. I would like to take this time and opportunity to thank you for your time and cooperation.

A.M.
TIME FINISHED ____ P.M.

Appendix B

Classroom Observation Instrument: Alternative Classroom Environment Scales

ALTERNATIVE CLASSROOM ENVIRONMENT SCALES
ACES

Developed by:
NTS Research Corporation
Durham, North Carolina

Under Contract to:
Administration On Children, Youth and Families
Office of Human Development
Department of Health, Education and Welfare

Authors

Jacelyn Wedell-Monnig
A. Jackson Stenner
C. Wain Mengel

Contributors

Dorothy Carnegie
Virginia Griffin
Judy McNeil
H. Judith Platt
Dick Rohlf
Susan Rosenthal
Barbara Tannen

February 1979

ACKNOWLEDGEMENTS

NTS acknowledges Kathy Pope and Jane Stallings of Stanford Research Institute (Stanford, CA) as the authors of the original CDA Checklist. NTS has also made use of a revision of that instrument completed by Abt Associates (Cambridge, MA). Both versions were utilized in developing the Teacher Behavior and Tangible Resources sections of the Alternative Classroom Environment Scales.

NTS claims original authorship of the EAI Schedules within the ACES including the Engaged Time Schedule, the Allocated Time Schedule, and the Instructional Behaviors Schedule.

ACES
Classroom Setting
(complete with assistance of teacher)

Date of observation ____________ Time of observation ____________ to ____________

First observer ____________ (First name / Last) Second observer ____________ (First name / Last)

Program ____________ Center ____________

Lead teacher ____________ (First name / Last name)

Target Children

	First Name, Last initial	Birth-date	Date en-rolled	Total days Present/absent	Exposure (leave blank)
Red					
Blue					
Green					
Yellow					
Orange					

Adults Present

	SEX		ETHNICITY						ROLE		
FIRST NAME (Please Print)	Male	Female	Hispanic	Black/Negro	White/Caucasian	American Indian/Alaskan Native	Asian or Pacific Islander	Other	Lead Teacher	Assistance/Aide	Other
1.____________	01	02	01	02	03	04	05	06	01	02	03
2.____________	01	02	01	02	03	04	05	06	01	02	03
3.____________	01	02	01	02	03	04	05	06	01	02	03
4.____________	01	02	01	02	03	04	05	06	01	02	03
5.____________	01	02	01	02	03	04	05	06	01	02	03

Children Present

Age and sex (enter number in each category)

	≤3	3	4	5	>5
Female					
Male					

Ethnicity and Primary Language (enter number in each category)

	ETHNICITY					
PRIMARY LANGUAGE	HISPANIC	BLACK/ NEGRO	WHITE/ CAUCASIAN	AMERICAN INDIAN/ ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	OTHER
English						
Spanish						
American Ind/ Alaskan						
Asian/Pacific Islander						
Other						

Handicapping Conditions (Enter Total Number of Children)

No Handicapped Children . . . 00

	Total Number
Mentally retarded.*	
Visually impaired.	
Blind.	
Hearing Impaired.	
Deaf.	
Seriously emotional disturbed.	
Specific learning disability.	
Speech/language impaired.	
Physically handicapped.	
Health or other developmental impairment.	

EAI Schedules

Engaged Time
Allocated Time
Instructional Behaviors

101

			8:	8:	8:	9:	9:	9:	9:	10:	10:	10:	10:	11:	11:	11:	11:	12:0	
		unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	101
		entire class	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	201
ENGAGED TIME	RED	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	301
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	302
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	303
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	304
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	305
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	306
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	307
	BLUE	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	401
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	402
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	403
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	404
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	405
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	406
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	407
	GREEN	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	501
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	502
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	503
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	504
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	505
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	506
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	507
	YELLOW	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	601
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	602
		small group (≤ 7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	603
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	604
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	605
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	606
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	607
	ORANGE	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	701
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	702
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	703
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	704
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	705
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	706
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	707
ALLOCATED TIME		arrival/departure	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	801
		transition/unallocated time	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	802
		toothbrushing/washing up	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	803
		meals/snacks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	804
		nap/rest time	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	805
		free play	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	806
		directed play	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	807
		music/art	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	808
		cognitive/academic activities	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	809
		other activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	810
INSTRUCTIONAL BEHAVIORS		direction giving	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	901
		informational questioning	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	902
		lecturing/story telling	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	903
		assisting/demonstrating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	904

			12	12	12	1	1	1	1	2	2	2	2	3	3	3	3	4	
		unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	101
		entire class	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	201
ENGAGED TIME	RED	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
		large group (7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	301
		small group (< 7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	302
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	303
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	304
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	305
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	306
																			307
	BLUE	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
		large group (≥7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	401
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	402
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	403
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	404
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	405
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	406
																			407
	GREEN	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	501
		small group (≤7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	502
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	503
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	504
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	505
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	506
																			507
	YELLOW	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	601
		small group (≤ 7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	602
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	603
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	604
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	605
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	606
																			607
	ORANGE	unobserved	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	701
		large group (>7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	702
		small group (≤ 7 children)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	703
		child selected activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	704
		minimal engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	705
		moderate engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	706
		extensive engagement	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	707
ALLOCATED TIME		arrival/departure	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	801
		transition/unallocated time	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	802
		toothbrushing/washing up	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	803
		meals/snacks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	804
		nap/rest time	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	805
		free play	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	806
		directed play	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	807
		music/art	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	808
		cognitive/academic activities	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	809
		other activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	810
INSTRUCTIONAL BEHAVIORS		direction giving	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	901
		informational questioning	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	902
		lesturing/story telling	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	903
		assisting/demonstrating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	904

EAI Schedules

Observer's Notes

104

TEACHER BEHAVIOR CHECKLIST

ARRIVAL/DEPARTURE

		lead teacher		other adults		not applicable
		yes	no	yes	no	
1.1	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO HANG UP OUTDOOR CLOTHES? (self help)	1	2	1	2	3
1.2	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO PUT ON THEIR OWN COATS? (self help)	1	2	1	2	3
1.3	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO TIE OR BUCKLE THEIR OWN SHOES? (self help)	1	2	1	2	
1.4	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO ZIP OR BUTTON THEIR OWN CLOTHES? (self help)	1	2	1	2	
1.5	DID THE TEACHER CHECK ANY CHILDREN FOR COLDS, SWOLLEN GLANDS, ALLERGIES, ETC? (health)	1	2	1	2	
1.6	DID THE TEACHER GREET CHILDREN UPON ARRIVAL OR DEPARTURE? (self concept)	1	2	1	2	
1.7	DID THE TEACHER MAKE SURE THAT CHILDREN WERE RELEASED TO A RESPONSIBLE PERSON AT THE END OF THE DAY? (safety)	1	2	1	2	
1.8	DID THE TEACHER SPEAK TO ANY PARENTS WHO ACCOMPANIED THEIR CHILDREN? (parent involvement)	1	2	1	2	

LARGE MUSCLE ACTIVITIES (Recreational)

2.1	DID THE TEACHER ENCOURAGE OR ALLOW ACTIVITIES DEVOTED TO LARGE MUSCLE DEVELOPMENT? (phys. development)	1	2	1	2
2.2	DID THE TEACHER ALLOW MOST CHILDREN TO CHOOSE SOME OF THEIR OWN ACTIVITIES? (self-concept)	1	2	1	2
2.3	DID THE TEACHER ORGANIZE GAMES WHICH INVOLVED RUNNING, JUMPING, SKIPPING, ETC? (phys. dev.)	1	2	1	2

		lead teacher		other adults		not applicable
		yes	no	yes	no	
2.4	DID THE TEACHER PARTICIPATE IN SUCH GAMES? (phys. dev.)	1	2	1	2	

BREAKFAST/LUNCH/SNACK

		lead teacher		other adults		not applicable
		yes	no	yes	no	
3.1	DID THE TEACHER CLEAN UP SPILLS PROMPTLY (liquid, food)? (safety)	1	2	1	2	3
3.2	DID THE TEACHER ENCOURAGE OR ALLOW MOST CHILDREN TO WASH THEIR HANDS BEFORE EATING? (health)	1	2	1	2	
3.3	DID THE TEACHER WASH HIS OR HER HANDS BEFORE SERVING FOOD? (health)	1	2	1	2	
3.4	DID THE TEACHER TALK WITH THE CHILDREN ABOUT HOW FOODS ARE PREPARED? (health)	1	2	1	2	
3.5	DID THE TEACHER ENCOURAGE CHILDREN TO BRUSH THEIR TEETH AT THE CENTER? (health)	1	2	1	2	
3.6	DID THE TEACHER ENCOURAGE DISCUSSION AT BREAKFAST/LUNCH/SNACK? (language development)	1	2	1	2	
3.7	DID THE TEACHER ENCOURAGE THE CHILDREN TO IDENTIFY INGREDIENTS AND FOODS AT BREAKFAST/LUNCH/SNACK? (cog. and lang. dev.)	1	2	1	2	
3.8	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO POUR THEIR OWN DRINKS? (self help)	1	2	1	2	
3.9	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO PASS FOOD TO OTHER CHILDREN? (self help)	1	2	1	2	
3.10	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO SELECT THEIR OWN FOODS? (self help)	1	2	1	2	
3.11	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO CHOOSE THEIR OWN PORTIONS? (self help)	1	2	1	2	

NAP TIME

		lead teacher		other adults		not applicable
		yes	no	yes	no	
4.1	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO FOLD UP THEIR OWN BLANKETS? (self help)	1	2	1	2	

COGNITIVE AND LANGUAGE DEVELOPMENT ACTIVITIES

5.1	DID THE TEACHER ENCOURAGE DISCUSSION IN GROUPS? (cog. and lang. dev.)	1	2	1	2	
5.2	DID THE TEACHER READ BOOKS WITH (to) CHILDREN? (cog. and lang. dev.)	1	2	1	2	
5.3	DID THE TEACHER ASK QUESTIONS WHILE READING BOOKS WITH (to) CHILDREN? (cog. and lang. dev.)	1	2	1	2	
5.4	DID THE TEACHER EXPLAIN, INFORM, OR DISCUSS SUCH TOPICS AS INSECTS, FOOD, WEATHER, ETC., (i.e. their environment, the world)? (cog. and lang. dev.)	1	2	1	2	
5.5	DID THE TEACHER ASK QUESTIONS OF INDIVIDUAL CHILDREN AND ENCOURAGE THEM TO SPEAK DURING DISCUSSIONS OF GENERAL TOPICS? (cog. and lang. dev.)	1	2	1	2	
5.6	DID THE TEACHER FACILITATE USE OF MATERIALS OR EQUIPMENT FOR EXPERIMENTATION IN SCIENCE ACTIVITIES? (cog. and lang. dev.)	1	2	1	2	
5.7	DID THE TEACHER ENCOURAGE MOST CHILDREN TO LOOK AT BOOKS SOME OF THE TIME? (cog. and lang. dev.)	1	2	1	2	
5.8	DID THE TEACHER SPEAK TO AND LISTEN TO INDIVIDUAL CHILDREN AT EYE LEVEL? (cog. and lang.-dev.)	1	2	1	2	3
5.9	DID THE TEACHER ENCOURAGE OR ALLOW ANY CHILDREN TO EXPLORE DIFFERENT ASPECTS OF WATER IN RELATION TO OTHER MATERIALS? (cog. and lang. dev.)	1	2	1	2	3

		lead teacher		other adults		not applicable
		yes	no	yes	no	
5.10	DID THE TEACHER ASK CHILDREN TO SPEAK IN COMPLETE SENTENCES? (cog. and lang.dev.)	1	2	1	2	3
5.11	DID THE TEACHER ENCOURAGE CHILDREN TO PRONOUNCE WORDS CLEARLY? (cog. and lang. dev.)	1	2	1	2	3
5.12	DID THE TEACHER ENCOURAGE CHILDREN TO DESCRIBE WHAT THEY OBSERVED? (cog. and lang. dev.)	1	2	1	2	3
5.13	DID THE TEACHER TALK ABOUT THE MEANING OF WORDS? (cog. and lang. dev.)	1	2	1	2	3
5.14	DID THE TEACHER INDIVIDUALIZE MOST CHILDREN'S CLASSROOM EXPERIENCES? (cog. and lang. dev.)	1	2	1	2	
5.15	DID THE TEACHER, WHEN INTRODUCING NEW ACTIVITIES, EXPLAIN WHAT THEY WOULD BE DOING AND WHY? (cog. and lang. dev.)	1	2	1	2	
5.16	DID THE TEACHER MAKE REFERENCE TO THINGSPREVIOUSLY LEARNED? (cog. and lang. dev.)	1	2	1	2	
5.17	DID THE TEACHER PROVIDE ACTIVITIES AND EXPERIENCES WHICH ENCOURAGE QUESTIONING, PROBING, AND PROBLEM SOLVING? (cog. and lang. dev.)	1	2	1	2	

SAFETY

6.1	DID THE TEACHER DISCUSS SAFETY RULES? (safety)	1	2	1	2
6.2	DID THE TEACHER ENFORCE SAFETY RULES? (safety)	1	2	1	2
6.3	DID THE TEACHER SEEM TO BE AWARE OF DANGEROUS SITUATIONS? (safety)	1	2	1	2

		lead teacher		other adults		not applicable
		yes	no	yes	no	
6.4	DID THE TEACHER CAUTION CHILDREN QUICKLY AND APPROPRIATELY IF THERE WAS PHYSICAL DANGER? (safety)	1	2	1	2	
HEALTH						
7.1	DID THE TEACHER HAVE ANY DISCUSSION WITH THE CHILDREN ABOUT HEALTH? (health)	1	2	1	2	
SELF HELP						
8.1	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO BLOW THEIR OWN NOSES? (self help)	1	2	1	2	
8.2	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO CLEAN UP THEIR OWN TOYS AND PUT THINGS AWAY WHEN FINISHED? (self help)	1	2	1	2	
PRO-SOCIAL						
9.1	DID THE TEACHER SOMETIMES ALLOW CHILDREN TO HELP OTHERS? (pro-social)	1	2	1	2	
9.2	DID THE TEACHER SOMETIMES REQUEST CHILDREN TO SHARE? (pro-social)	1	2	1	2	
9.3	DID THE TEACHER SOMETIMES PRAISE CHILDREN FOR SHARING? (pro-social)	1	2	1	2	
9.4	DID THE TEACHER ASK CHILDREN TO CONSIDER EACH OTHERS FEELINGS? (pro-social)	1	2	1	2	
9.5	DID THE TEACHER ASK CHILDREN TO LISTEN TO EACH OTHER DURING GROUP TIMES? (pro-social)	1	2	1	2	
9.6	DID THE TEACHER ENCOURAGE CHILDREN TO TAKE TURNS IN USING MATERIALS? (pro-social)	1	2	1	2	

		lead teacher		other adults		not applicable
		yes	no	yes	no	
9.7	DID THE TEACHER ENCOURAGE CHILDREN TO PLAY WITH ONE ANOTHER IN FREE PLAY SITUATIONS? (pro-social)	1	2	1	2	3
9.8	DID THE TEACHER ENCOURAGE CHILDREN TO RESPECT THE NEEDS AND FEELINGS OF OTHER CHILDREN? (pro social)	1	2	1	2	
CREATIVITY						
10.1	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO DO ART PROJECTS ANY WAY THEY LIKED? (creativity)	1	2	1	2	
10.2	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO DO SUCH THINGS AS ACT OUT SONGS, POEMS, OR STORIES? (creativity)	1	2	1	2	
10.3	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO DANCE FREELY? (creativity)	1	2	1	2	
10.4	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO MAKE UP GAMES? (creativity)	1	2	1	2	
10.5	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO SING SPONTANEOUSLY? (creativity)	1	2	1	2	
10.6	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO EXPRESS THEIR FEELINGS AND IDEAS? (creativity)	1	2	1	2	
10.7	DID THE TEACHER PROVIDE A VARIETY OF EXPERIENCES AND MATERIALS THAT STIMULATED THE CHILDREN TO EXPLORE AND EXPRESS THEIR CREATIVE ABILITIES? (creativity)	1	2	1	2	
SELF-CONCEPT						
11.1	DID THE TEACHER ACKNOWLEDGE CHILDREN WHO HAD BEEN ABSENT AND SAY THINGS LIKE "We miss you, we're glad you're back?" (self concept)	1	2	1	2	

		lead teacher		other adults		not applicable
		yes	no	yes	no	
11.2	DID THE TEACHER USE SONGS, EXERCISE, ETC., THAT USED THE NAMES OF CHILDREN? (self concept)	1	2	1	2	
11.3	DID THE TEACHER ASK ABOUT ANY OF THE CHILDREN'S FAMILIES? (self concept)	1	2	1	2	
11.4	DID THE TEACHER ACKNOWLEDGE MOST CHILDREN BY THEIR NAMES? (self concept)	1	2	1	2	
11.5	DID THE TEACHER KEEP FROM COMPARING CHILDREN IN UNFAVORABLE WAYS? (self concept)	1	2	1	2	
11.6	DID THE TEACHER MAKE TAPES OF CHILDREN'S VOICES FOR THEM TO HEAR? (self concept)	1	2	1	2	
11.7	DID THE TEACHER SHOW FAVORITISM? (self concept)	1	2	1	2	
11.8	DID THE TEACHER SEEM GENUINELY CONCERNED ABOUT HOW THE CHILDREN FELT? (self concept)	1	2	1	2	
11.9	DID THE TEACHER RESPOND TO INDIVIDUAL NEEDS IN A WAY WHICH ENCOURAGED CHILDREN TO APPRECIATE THEMSELVES? (self concept)	1	2	1	2	
11.10	DID THE TEACHER ASK CHILDREN HOW THEY WERE FEELING (happy, angry, sad)?	1	2	1	2	
11.11	DID THE TEACHER INTERACT WITH SOME CHILDREN ON A ONE TO ONE BASIS? (self concept)	1	2	1	2	
11.12	DID THE TEACHER TELL ANY CHILDREN THAT IT WAS ALL RIGHT TO MAKE MISTAKES SOMETIMES? (self concept)	1	2	1	2	
11.13	DID THE TEACHER ASK CHILDREN TO ASSIST IN TASKS? (self concept)	1	2	1	2	

		lead teacher		other adults		not applicable
		yes	no	yes	no	
11.14	DID THE TEACHER ENCOURAGE OR ALLOW CHILDREN TO PURSUE THEIR OWN INTERESTS INDEPENDENTLY? (self concept)	1	2	1	2	
11.15	DID THE TEACHER ENCOURAGE CHILDREN TO TRY NEW THINGS ON THEIR OWN? (self concept)	1	2	1	2	
11.16	DID THE TEACHER USE SONGS, EXERCISES, ETC., THAT DIRECTED CHILDREN TO IDENTIFY PARTS OF THEIR BODIES? (self concept)	1	2	1	2	
11.17	DID THE TEACHER PRAISE CHILDREN BY NAME FOR CORRECT ANSWERS OR GOOD PERFORMANCE? (self concept)	1	2	1	2	
11.18	DID THE CHILDREN APPEAR COMFORTABLE IN APPROACHING THE TEACHER WITH QUESTIONS AND REQUESTS FOR ASSISTANCE? (self concept)	1	2	1	2	
11.19	DID THE TEACHER HOLD, CUDDLE, OR DISPLAY AFFECTION WITH CHILDREN? (self concept)	1	2	1	2	

MANAGEMENT ACTIVITIES

12.1	DID CHILDREN OFTEN INTRUDE UPON EACH OTHERS ACTIVITIES? (argue or fight over things?) (management)	1	2	1	2	
12.2	DID THE TEACHER USE A NEGATIVE TONE WITH CHILDREN? (management)	1	2	1	2	
12.3	DID THE TEACHER USE A CLEAR, FIRM, AND POSITIVE MANNER WHEN GIVING GUIDELINES TO CHILDREN? (management)	1	2	1	2	
12.4	DID THE TEACHER RELINQUISH ANY ACTIVITES TO ANOTHER ADULT? (management)	1	2	1	2	3

		lead teacher		other adults		not applicable
		yes	no	yes	no	
12.5	WAS THE TEACHER FREE FROM ANGER AND PUNITIVENESS WHEN MODERATE MISBEHAVIOR OCCURRED? (management)	1	2	1	2	
12.6	WAS THE TEACHER FREE FROM ANGER AND PUNITIVENESS WHEN MAJOR MISBEHAVIOR OCCURRED? (management)	1	2	1	2	3
12.7	DID THE TEACHER EVER DISCUSS RULES WITH THE CHILDREN? (management)	1	2	1	2	
12.8	DID THE TEACHER USE A POSITIVE MANNER WHEN POINTING OUT WHEN A CHILD HAD BROKEN A RULE? (management)	1	2	1	2	
12.9	DID THE TEACHER MAKE CLEAR TO CHILDREN THE PLANS FOR THE DAY? (management)	1	2	1	2	
12.10	DID THE TEACHER USUALLY GIVE DIRECTIONS IN A CLEAR, POSITIVE WAY? (management)	1	2	1	2	
12.11	DID THE TEACHER REMIND CHILDREN TO GO TO THE BATHROOM? (management)	1	2	1	2	
12.12	DID THE TEACHER MANAGE THE CLASSROOM IN SUCH A WAY THAT MOST CHILDREN WERE GENERALLY INVOLVED IN SOME ACTIVITY? (management)	1	2	1	2	
12.13	DID THE TEACHER SEEM FLEXIBLE (able to change plans as a new event arose?) (management)	1	2	1	2	
12.14	DID THE TEACHER MAINTAIN CONTROL OF THE CLASS? (management)	1	2	1	2	
12.15	DID THE TEACHER SOMETIMES WORK WITH A SMALL GROUP OF CHILDREN? (management)	1	2	1	2	

		lead teacher		other adults		not applicable
		yes	no	yes	no	
12.16	DID THE TEACHER USUALLY WAIT FOR CHILDREN TO SETTLE DOWN, OR PRAISE OR ACKNOWLEDGE CHILDREN WHO SAT QUIETLY WHEN SHE WANTED THEIR ATTENTION? (management)	1	2	1	2	
12.17	DID THE TEACHER USUALLY ANNOUCE TO CHILDREN (individually or group) WHEN IT WAS TIME TO CLEAN UP? (management)	1	2	1	2	
12.18	DID THE TEACHER USE SUCH METHODS AS "FOLLOW THE LEADER" TO GUIDE CHILDREN INTO THE NEXT ACTIVITIES? (management)	1	2	1	2	
12.19	DID THE TEACHER USUALLY GIVE A FIVE MINUTE (or so) WARNING TIME TO CHILDREN WHEN AN ACTIVITY WAS ABOUT TO CHANGE? (management)	1	2	1	2	
12.20	DID THE TEACHER ENCOURAGE OR ALLOW SOLITARY PLAY? (management)	1	2	1	2	
12.21	DID THE TEACHER ALLOW ENOUGH TIME FOR ACTIVITES TO BE COMPLETED BY THE CHILDREN? (management)	1	2	1	2	
12.22	DID THE TEACHER HAVE RULES FOR THE MAXIMUM NUMBER OF CHILDREN IN VARIOUS CLASSROOM OR ACTIVITY AREAS? (management)	1	2	1	2	

Teacher Behavior Checklist

Observer's Notes

TANGIBLE RESOURCES CHECKLIST

CLASSROOM

		YES	NO
1.0	Were there name tags or symbols for the children on the place for their personal belongings (e.g., cubbies, coat racks, or other places)?	1	0
1.1	Were special play areas defined (block corner, quiet area, dress up, etc.)?	1	0
1.2	Were there enough cubbies for each child's personal belongings?	1	0
1.3	Were any active activities arranged or available for the children? (e.g., record/dancing area).	1	0
1.4	Were any groups arranged or available where children worked together on a project? (e.g., housekeeping center, science center).	1	0
1.5	Were any groups arranged or available where most children listened to each other or to a story?	1	0
1.6	Were there any rules for the number of children allowed in each area?	1	0
1.7	Was any of the children's art work displayed?	1	0
1.8	Were some bulletin boards at child-eye level?	1	0
1.9	Was there a science area?	1	0
1.10	Was there a listening area? (records, tapes, language master)?	1	0
1.11	Was there a reading area or quiet area?	1	0
1.12	Were there any small, private areas where a child could be alone?	1	0
1.13	Were charts posted that show heights and weights of most children by name?	1	0
1.14	Were there any pictures or posters on walls that reflected ethnic groups?	1	0
1.15	Were any objects present that reflected various holiday customs or cultures (i.e., Pinatas, Hanukkah candles, food)?	1	0

		YES 1	NO 0
1.16	Were any of the children's self portraits, paintings or clay displayed?		
1.17	Were any photographs of children displayed?	1	0
1.18	Was the classroom moderately noisy?	1	0
1.19	Was the emotional environment pleasant, supportive, personalized?	1	0
1.20	Was there time for living? (Not herded or hurried)	1	0
1.21	Overall, did the center seem crowded?	1	0
1.22	Overall, did the environment seem well-organized (orderly)?	1	0

MATERIALS/EQUIPMENT

2.0	Were several age-appropriate books available (i.e., more than 10)?	1	0
2.1	Were there materials or equipment for experimentation in science activities?	1	0
2.2	Were there any language development teaching machines (e.g., language masters, records, audio tapes)?	1	0
2.3	Were there doll houses?	1	0
2.4	Were there dress up clothes?	1	0
2.5	Were there dramatic play props?	1	0
2.6	Were there dolls?	1	0
2.7	Were there ethnic dolls?	1	0
2.8	Were there art materials: pencils, crayons, paper, scissors, paints, etc.?	1	0
2.9	Were there records for dance or spontaneous expression?	1	0
2.10	Were there musical instruments?	1	0
2.11	Were there puppets (paper, cloth, etc.)?	1	0
2.12	Were there weaving materials?	1	0
2.13	Was there doll house equipment, toy village, toy farm?	1	0

		YES 1	NO 0
2.14	Were there nature materials: rocks, feathers, fur, leather, plants, shells?		
2.15	Were there animals to hold?	1	0
2.16	Were there animals to observe: birds, fish, caged animals?	1	0
2.17	Were there tape recorders available?	1	0
2.18	Were there any mirrors provided for children to see themselves (i.e., full length, or child-level)?	1	0
2.19	Were there child size work tools (brooms, rakes, dust pans)?	1	0
2.20	Were there blocks?	1	0
2.21	Were there small wheel toys, cars, trucks, etc.?	1	0
2.22	Were there child sized skill equipment: carpentry, sewing?	1	0
2.23	Were there balls or bean bags?	1	0
2.24	Were there materials to explore: modeling clay, play doh, finger paints, clay, mud, glue, starch, etc.?	1	0

PLAYGROUND

3.0	Was outdoor equipment in safe condition?	1	0
3.1	Were there barriers or railings around any porch, walkway, play area that were three feet or more above ground?	1	0
3.2	Was information on emergency first aid measures readily available (for burns, poisons)?	1	0
3.3	Were doors outside of center secured in a safe way (i.e., locks out of reach of children, but easily opened in emergencies)?	1	0
3.4	Was yard fenced with safety gate(s) or lock(s)?	1	0
3.5	Was the play yard clean and litter-free?	1	0
3.6	Were there tricycles?	1	0
3.7	Were there jungles gyms, climbers?	1	0

		YES	NO	
3.8	Were there ladders?	1	0	
3.9	Were there climbing ropes?	1	0	
3.10	Were there balancing beams or bouncing boards?	1	0	
3.11	Was there basketball and hoop (child level)?	1	0	
3.12	Were there swings and slides?	1	0	
3.13	Were there wagons?	1	0	
3.14	Were there roller skates?	1	0	
3.15	Were there hula hoops?	1	0	
3.16	Was there a swimming or wading pool?	1	0	
3.17	Was there sand to be in (box or area)?	1	0	
3.18	Was there dirt to dig in for planting?	1	0	

FOOD/MEALTIME

4.0	Was at least one menu posted?	1	0	
4.1	Were there any posters on the wall about nutritious/balanced foods?	1	0	
4.2	Was the kitchen clean and free of odors?	1	0	
4.3	Were all tables clean for snacks?	1	0	
4.4	Was all garbage disposed of properly (food)?	1	0	
4.5	Was the food storage area free of insects or rodents?	1	0	
4.6	Was the food storage area clean and free of odors?	1	0	
4.7	Were disposable dishes and/or utensils used?	1	0	
4.8	(IF NO,) were all dishes washed hygenically (e.g., use of detergents or dishwasher)?	1	0	NA
4.9	Were there individual cups or glasses for drinking?	1	0	

		YES	NO
4.10	Were there child-sized chairs and tables?	1	0
4.11	Were there many accidental spills or breakage?	1	0

HEALTH/SAFETY

5.0	Was indoor furniture in safe condition?	1	0	
5.1	Did most furniture and equipment have rounded corners?	1	0	
5.2	Were floors and steps free of defects (loose, broken tiles, boards, etc.)?	1	0	
5.3	Were all floors non-slippery when dry (e.g., not over-polished)?	1	0	
5.4	Were all toys and materials safe (free of danger)?	1	0	
5.5	Were all rugs rubber-backed, taped or nailed to the floor to prevent falls?	1	0	NA
5.6	Did all doors leading outside have exit signs?	1	0	
5.7	Were there any fire alarms (i.e., boxes) in the center?	1	0	
5.8	Was a fire extinguisher in the center?	1	0	
5.9	Were any evacuation signs posted in case of fire?	1	0	
5.10	Was parent information for most children available near the telephone?	1	0	
5.11	Was a community (or hospital) emergency number available near the telephone?	1	0	
5.12	Was physician's emergency number available near the telephone?	1	0	
5.13	Was information on emergency first aid measures readily available (for burns, poisons)?	1	0	
5.14	Did all electrical outlets (within reach) have caps or covers?	1	0	
5.15	Was storage out of reach of children for first aid supplies, medicines, cleaning agents, firearms, chemicals, cosmetics, etc.?	1	0	
5.16	Were all well-traveled areas clear of material or equipment which could cause falls?	1	0	

		YES	NO
5.17	Was access to all exits clear?	1	0
5.18	Was a gate present at top and bottom of all stairs?	1	0
5.19	Were railings (banisters) intact on all stairways?	1	0
5.20	Were safety rules posted?	1	0
5.21	Was lighting adequate for children?	1	0
5.22	Was the indoor temperature not excessively hot or cold for the children?	1	0
5.23	Did the bathroom have soap?	1	0
5.24	Were paper or cloth towels available for children?	1	0
5.25	Were tissues (e.g., Kleenex, toilet tissue) available for the children?	1	0
5.26	Were first aid supplies available and stored together (soap, antiseptics, bandages, thermometers, etc.)?	1	0
5.27	Were there any posters on the walls about first aid (such as cleaning and bandaging wounds)?	1	0
5.28	Was a list kept of children with allergies?	1	0
5.29	Was there an isolated area for removal of sick children?	1	0
5.30	Were all the hallways clean?	1	0
5.31	Were all the indoor areas clean?	1	0
5.32	Was the bathroom clean and free of odors?	1	0
5.33	Was there a clean rug for children to sit on?	1	0
5.34	Was all trash disposed of properly (paper)?	1	0
5.35	Were all the rooms well ventilated (free of smoke, steam, etc.)?	1	0
5.36	Were all toys clean and free of foods and/or other sticky substances?	1	0
5.37	Were most toothbrushes labeled with children's names or identification markings?	1	0
		1	0

		YES	NO
5.38	Did children have a number of minor accidents (e.g., cuts, bumps, bruises)?	1	0
5.39	Were there provisions made for laundering clothes, blankets, cot covers?	1	0
5.40	Were cot covers clean?	1	0

Tangible Resources Checklist

Observer's Notes

Appendix C

Item Responses to the Program Description Interview
Tables PDI-1 through PDI-14

Table PDI-1

Program Description Interview

Type of Delegate Agency Sponsoring Head Start Programs

Type of Agency	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
City	0	0	0	0
Local community action program	5	29	9	31
School system	6	35	4	14
Institution of higher learning (college, university)	2	12	2	7
Private, non-profit organization	1	6	11	38
Other	3	18	3	10

Table PDI-2

Program Description Interview

The Areas Served by Head Start Programs

Type of Areas	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
City	5	29	6	21
County	2	12	10	34
City/County	5	29	7	24
Multi-County	4	24	6	21
Other	1	6	0	0

Table PDI-3

Program Description Interview

Types of Head Start Programs Offered

Type of Programs	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Part Day Only	9	53	21	72
Full Day Only	4	24	4	14
Both Full and Part Day	4	24	4	14

Table PDI-4

Program Description Interview

Ethnicity of Head Start Staff

Ethnicity	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Total number of staff	Percent of total staff	Range of percent in all programs	Total number of staff	Percent of total staff	Range of percent in all program
White, not of hispanic origin	438	61	2-100	526	26	3-96
Black, not of hispanic origin	136	19	0-85	1190	59	0-97
Hispanic	96	13	0-74	188	9	0-67
Asian/Pacific Islander	3	<1	0-10	17	<1	0-9
American Indian/ Native Alaskan	44	6	0-98	80	4	0-54

Table PDI-5

Program Description Interview

Early Childhood Education Background of Total Staff

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number of programs reporting at least one	Total number reported	Percent of all staff	Number of programs reporting at least one	Total number reported	Percent of all staff
CDA Credentialed	14	109	15	12	74	4
Bachelors Degree in Early Childhood	13	46	6	21	156	8

Table PDI-7

Program Description Interview

Description of Full Day Programs

Facilities	BES Programs (N=8)			Regular Head Start Programs (N=10)		
	Total number	Range	Average	Total number	Range	Average
Centers	36	1-10	5	68	1-13	7
Classrooms	70	4-20	9	110	3-22	11
Hours	NA	4-11	8	NA	3-11	6

Table PDI-8

Program Description Interview

Description of Part Day Programs

Facilities	BES Programs (N=13)			Regular Head Start Programs (N=24)		
	Total number	Range	Average	Total number	Range	Average
Centers	87	1-20	7	218	1-47	9
Classrooms	146	1-29	11	449	2-94	19
Hours	NA	3-6	5	NA	3-8	5

Table PDI-9

Program Description Interview

Enrollment for Sample Sites

Enrollment	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Total	Range	Average	Total	Range	Average
Planned	4866	96-761	286	13556	135-2000	467
Actual	4968	92-741	292	13160	110-1549	453
Above the poverty line	344	0-77	20*	888	0-179	31**
Below the poverty line	4338	80-664	255*	12348	100-1549	426**
Drop outs	571	0-130	36	1312	0-153	45

*8% above the poverty line and 92% below
**7% above the poverty line and 93% below

Table PDI-10

Program Description Interview

Ethnicity of Head Start Children

Ethnicity	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Total number in all programs	Percent of all children	Range of percent in all programs	Total number in all programs	Percent of all children	Range of percent in all programs
White, not of hispanic origin	2482	53	0-93	2880	22	0-88
Black, not of hispanic origin	1105	24	0-98	8671	64	0-98
Hispanic	842	18	0-93	1490	11	0-82
Asian/Pacific Islander	86	2	0-9	109	1	0-12
American Indian/Native Alaskan	175	4	0-98	216	2	0-55

Table PDI-11

Program Description Interview

Age Composition of Children Served

Age	BES Programs (N=17)				Regular Head Start Programs (N=29)			
	Total number in all programs	Percent of all children	Range of percent in all programs	Average Number	Total number in all programs	Percent of all children	Range of percent in all programs	Average Number
3 year olds and younger	1020	22	0-42	64	3460	26	0-49	120
4 year olds	3137	68	0-100	197	7719	57	11-100	266
5 year olds	407	9	0-20	25	2205	16	0-89	76
6 year olds	20	<1	0-2	1	88	1	0-7	3

Table PDI-12a

Program Description Interview

The Employment Status of Program Staff

Employment Status	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Total number in all programs	Percent of total staff	Total number in all programs	Percent of total staff
Full time	198	93	247	97
Part time	13	6	6	2
Missing data	1	<1	1	<1

Table PDI-12b

Program Description Interview

The Educational Status of Program Staff

Education	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Total number in all programs	Percent of total staff	Range of percent in all programs	Total number in all programs	Percent of total staff	Range of percent in all programs
Less than high school	0	0		0	0	
High school	77	36		95	37	
Associate Degree (2 years)	27	13		14	6	
Bachelor's Degree (4 years)	57	27		92	36	
Master's Degree	39	18		41	16	
Ph.D.	2	1		1	<1	
Missing Data	10	5		11	4	

Table PDI-12c

Program Description Interview

The Subject/Major of Program Level Staff Who Have Received Degrees

Subject/Major	BES Programs (N=17) Number of Program Level Staff	BES Programs (N=17) Percent of Degreed Staff	Regular Head Start Programs (N=29) Number of Program Level Staff	Regular Head Start Programs (N=29) Percent of Degreed Staff
Education	50	50	55	47
Health and Nutrition (includes Nursing)	16	16	14	12
Social Work	16	16	9	8
Psychology	6	6	4	3
Speech, Language and Audiology	5	5	2	2
Business	5	5	6	5
Liberal Arts/Science	2	2	26	22

Table PDI-12d

Program Description Interview

The Average Length of Time (In Months) Program Staff Have Been in Their Current Positions

Time in Staff Position	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Total number in all programs	Percent of total staff	Range of percent in all programs	Total number in all programs	Percent of total staff	Range of percent in all programs
0-12 months	83	39		54	21	
13-24 months	18	8		28	11	
25-36 months	10	5		30	12	
37-48 months	19	9		18	7	
49+ months	76	36		120	47	
Missing Data	6	3		4	2	

Table PDI-12e

Program Description Interview

Languages Other Than English Spoken By Program Staff

Languages	*BES Programs (N=17)		**Regular Head Start Programs (N=29)	
	Number in all Programs	Percent of Total Staff	Number in all Programs	Percent of Total Staff
Spanish	31	15	23	10
American Indian	10	5	0	0
Asian	1	<1	1	<1
European	4	2	9	4
Other	2	<1	2	<1

---

*76% of BES Program Staff Speak Only English

**84% of Regular Head Start Program Staff Speak Only English

Table PDI-14

Program Description Interview

The Distance In Miles Between Centers and Delegate Agency or Program Offices

Distance	*BES Programs (N=17)		**Regular Head Start Programs (N= 29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
0 Miles	8	8	11	5
1-5 Miles	14	13	84	37
6-10 Miles	18	17	39	17
11-20 Miles	21	20	46	20
21-30 Miles	14	13	21	9
31-50 Miles	16	15	23	10
More than 50 Miles	15	14	6	3

---

*For BES the average distance in miles between centers and delegate agency or program office is 10 miles.

**For Regular Head Start the average distance in miles is 16 miles.

Appendix D

Item Responses to the Center Description Interview
Tables CDI-1 through CDI-100

Table CDI-1

Center Description Interview

Description of the General Facilities

Facility	BES Programs (N=17 centers)		Regular Head Start Programs (N=29 centers)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
School Building	10	58	12	41
Church	1	5	4	14
Recreation Center	0	5	1	3
Other	4	23	9	31
Missing Data	2	11	3	10

Table CDI-1a

Center Description Interview

The Areas Served By Centers

Type of Areas	BES Programs (N=17 centers)		Regular Head Start Programs (N=29 centers)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
City	8	47	13	45
City/County	4	23	9	31
County	2	12	6	21
Multi-County	1	6	0	0
Missing Data	2	12	1	3

Table CDI-2

Center Description Interview

The Distances From Centers Most Families Live

Distances	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Less Than 2 Miles	4	24	8	28
2-5 Miles	10	59	10	34
More Than 5 Miles	3	18	10	34
Missing Data	0	0	1	3

Table CDI-3

Center Description Interview

How Children Are Transported From Their Homes To The Centers*

Transportation	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Walk	10	59	15	52
Parents Drive	12	71	19	66
Public Transportation	5	29	2	7
Program Bus or Transportation	5	29	20	69
Other	0	0	5	17

*Multiple responses possible

Table CDI-4

Center Description Interview

The Types of Programs Offered*

Type of Program	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Full Day (4 or More Hours)	11	65	16	55
Part Day (Less Than 4 Hours)	5	29	9	31
Home Based	3	18	7	24
Locally Designed Option	3	18	6	21
Double Session	5	29	9	31

*Multiple responses possible

Table CDI- 7

Center Description Interview

The Number of Days During The Year In Which Children Were Not At The Centers (Including Holidays and Weekends)

Yearly Attendance	BES Programs (N= 17)		Regular Head Start Programs (N= 29)	
	Average Number of Days Not At The Center	Average Number of Days Present At Center	Average Number of Days Not At The Center	Average Number of Days Present At Center
September - December	54	68	57	65
January - May	57	94	60	91
June - August	79	13	84	8

Table CDI-8
(Based on CDI-5 & CDI-8)

Center Description Interview

The Total Center Statistics

	BES Programs (N=17)					Regular Head Start Programs (N=29)				
Center Enrollments	No. of Cent.	Total No. of Child.	Avg. No. of Classes P/Center	Avg. No. Child. P/Cent.	Ran. in # Child. P/Cent.	No. of Cent.	Total No. of Child.	Avg. No. of Classes P/Center	Avg. No. Child. P/Cent.	Ran. in # Child. P/Center
	17	1650	7	97	31-347	27	2305	5	85	23-324

Table CDI- 9

Center Description Interview

Average Daily Attendance For Centers

	BES Programs (N=17)		Regular Head Start Programs (N=29)	
Daily Attendance	Number of Centers	Average Daily Attendance Per Center	Number of Centers	Average Daily Attendance Per Center
	16	88 (91%)	26	70 (82%)

Table CDI- 10

Center Description Interview

The Number of Drop-Outs From Programs

Drop-Outs	BES Programs (N= 17)			Regular Head Start Programs (N=29)		
	Number of Centers	Average Number of Drop-outs	Range in Number of Drop-outs	Number of Centers	Average Number of Drop-outs	Range in Number of Drop-outs
	13	9 (9%)	0-45	27	11 (13%)	0-47

*Program #2014 had an unusually high number of drop-outs and could not be verified. Therefore, this program has not been included in the above table. Other programs did not know the number of drop-outs per center.

Table CDI-11

Center Description Interview

The Ethnic Composition of Children Served

Ethnicity	BES Programs (N= 17)		Regular Head Start Programs (N= 29)	
	Number of Children	Percent of Children	Number of Children	Percent of Children
White (Not of Hispanic Origin)	709	41	576	24
Black (Not of Hispanic Origin)	540	31	1500	63
Hispanic	313	18	290	12
Pacific Islander/Asian	19	1	12	1
American Indian/Native Alaskan	138	8	5	1

*These figures are based on the fact that 15 BES Centers reported a total of 1721 children; and 27 Regular Head Start Centers reported a total of 2385 children.

Table CDI- 12

Center Description Interview

The Number of Children In Centers For Whom English Is Not Their Primary Language

Primary Languages	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number of Centers	Average	Range	Number of Centers	Average	Range
	17	3 (3%)	0-21	29	6 (7%)	0-58

Table CDI-13

Center Description Interview

Of Those Centers Which Have Children For Whom English Is Not Their Primary Language, The Non-English Primary Languages of Children in the Centers*

Primary Languages	BES Programs (N=17) Number of Centers*	BES Programs (N=17) Average per Center	BES Programs (N=17) Range	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Average per Center	Regular Head Start Programs (N=29) Range
Spanish	7	8	1-20	7	14	0-58
American Indian Language	1	2	1-2	1	1	0-1
Asian Languages	4	1	0-2	3	2	0-5

*Multiple responses possible

Table CDI-13a

Center Description Interview

The Number of Years Centers Have Been Head Start Centers

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Years As Center	Number of Centers	Average	Range	Number of Centers	Average	Range
	14*	8	<1-14	24**	9	<1-13

* 3 BES Center Directors did not know how long their center had existed as a center

** 5 Regular Head Start Center Directors did not know how long their center had existed as a center.

158

Table CDI-14

Center Description Interview

How Parents Most Often Find Out About The Program*

Recruitment	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Door-to-Door Recruitment	15	88	26	90
Posters in Housing Projects, Grocery Stores	15	88	22	76
Radio, Television or Newspaper Ads	15	88	28	97
Word-of-Mouth	17	100	29	100
Older Children Were in Head Start	16	94	26	90
Other	17	100	15	58

*Multiple responses possible

Table CDI-15

Center Description Interview

How Programs Decide Whom To Serve*

Admissions	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Total Number of Center Responses	Percent of Center Responses	Total Number of Center Responses	Percent of Centers Responses
Accept all that apply	1	6	5	17
By: Lowest Income First	15	88	24	83
First Come-First Served	12	71	13	45
Handicapped	14	82	25	86
Older Head Start Siblings	8	47	14	48
Other	7	41	25	86

---

*Multiple responses possible

Table CDI-16

Center Description Interview

Persons Involved in Setting Admissions Policy*

Admissions Policy	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Agency has a policy that is followed	1	6	5	17
Program Directors	12	71	18	62
Center Directors	4	24	4	14
Teachers	2	12	6	21
Other Staff	8	47	16	55
Parent Advisory Committee	14	82	21	72
Other	5	30	18	62

*Multiple responses possible

Table CDI-17

Center Description Interview

Community Arrangements for Providing Education to 5 Year Olds*

Education For 5 Year Olds	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Mandatory Public Kindergarten	5	29	9	31
Optional Public Kindergarten	12	71	23	79
Private Kindergarten	15	88	21	72
Public Day Care	13	77	20	69
Private Day Care	15	88	24	83
Continue in Head Start	9	53	14	48
Other	3	18	3	10

*Multiple responses possible

162

Table CDI-19

Center Description Interview

Special Arrangements Made For Entry Into the BES Public Schools* **

Entering BES Public Schools	BES Programs (N=17)	
	Number	Percent
Did not make special arrangements	9	53
Negotiations with school boards	4	24
Negotiations with parents	4	24
Transportation arrangements	3	18
Potential reimbursement of school districts and/or schools	2	12
Waivers of school district policies	0	0
Waivers of desegregation requirements	2	12
Other	0	0

*Multiple responses possible

**Question asked of BES Center Directors only

Table CDI-20a

Center Description Interview

The Employment Status of Center Staff

Employment of Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Staff	Percent of Total Staff	Number of Staff	Percent of Total Staff
Full Time	135	79	241	88
Part Time	28	17	16	6
Volunteer	4	2	0	0
CETA/WIN	0	0	12	4
Missing Data	3	2	6	2

Table CDI-20b

Center Description Interview

The Ethnicity of Center Staff

Ethnicity of Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Staff	Percent of Staff	Number of Staff	Percent of Staff
White (Not of Hispanic Origin)	93	55	76	28
Black (Not of Hispanic Origin)	50	29	174	63
Hispanic	11	6	23	8
Pacific Islander	1	1	0	0
American Indian	10	6	0	0
Other	1	1	0	0
Missing Data	4	2	2	1

Table CDI-20c

Center Description Interview

The Educational Status of Center Staff

Education of Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Staff	Percent of Staff	Number of Staff	Percent of Staff
Less Than High School	9	5	8	3
High School	58	34	157	57
Associate Degree (2 years)	18	11	28	10
Bachelor's Degree (4 years)	34	20	61	22
Master's Degree	13	8	11	4
Ph.D.	0	0	1	1
Missing Data	38	22	9	3

Table CDI-20d

Center Description Interview

The CDA Status of Center Staff

CDA Status of Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Staff	Percent of Staff	Number of Staff	Percent of Staff
Attained	22	13	17	6
Currently Enrolled	35	21	82	30
Not Currently Enrolled Nor Attained	113	66	176	64

Table CDI-20e

Center Description Interview

The Length of Time Center Staff Have Been In Their Current Positions

Length of Employment	BES Programs (N=17) Number of Center Staff	BES Programs (N=17) Percent of Center Staff	Regular Head Start Programs (N=29) Number of Center Staff	Regular Head Start Programs (N=29) Percent of Center Staff
0 - 12 Months	62	36	91	33
13 - 24 Months	35	21	22	8
25 - 36 Months	10	6	24	9
37 - 48 Months	8	5	13	5
49+ Months	49	29	113	41
Missing Data	6	4	10	4

These figures are based on the fact that there are 170 people in Center Level positions in 17 BES Programs and 273 people in Center Level positions in 29 Regular Head Start Programs.

168

Table CDI-20f

Center Description Interview

The Physical Location of Center Staff Offices

Physical Location of Center Staff Offices	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Offices	Percent of Offices	Number of Offices	Percent of Offices
Delegate Program Office	25	14	38	14
Center	133	78	223	81
Other Location	1	1	4	1
Missing Data	11	7	10	4

Table CDI-20g

Center Description Interview

The Languages Other Than English Spoken By Center Staff

Languages Spoken by Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Staff	Percent of Staff	Number of Staff	Percent of Staff
Spanish	13	8	27	10
American Indian	5	3	0	0
Asian	2	1	0	0
European	2	1	4	1
Other	0	0	0	0

Table CDI-22a

Center Description Interview

Organizations Through Which Individuals Who Provide Services To The Centers Are Funded*

Funding Organizations	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Private	8	47	14	48
School System	7	41	6	21
Grantee	7	41	18	62
Delegate	6	35	8	28
Other	0	0	12	41

*Multiple responses possible

Table CDI-23

Center Description Interview

Program Issues Which Are Discussed With Public School Officials*

Communication With Public Schools	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent of Centers	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent of Centers
Almost no communication	0	0	2	7
Funding	11	65	6	21
Staff Training	14	82	10	35
Parent Involvement	14	82	14	48
Curriculum	16	94	17	59
Individual Children	13	77	23	79
Other	12	71	14	48

*Multiple responses possible

Table CDI-24

Center Description Interview

Personnel and Facilities Shared Between Head Start and the Public Schools*

Shared Facilities	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Use of Buildings	13	77	17	58
Use of Offices	9	53	5	17
Use of Administrative Personnel	1	59	15	51
Use of Consultants from the School System	13	77	13	44
Use of Coordinators	11	65	6	14
Use of Transportation System	7	41	10	34
Use of Teachers	8	47	4	14
Use of Supervisors	10	59	3	10
Other	1	6	13	44

*Multiple responses possible

Table CDI-25a

Center Description Interview

How Often Programs Consult Public School Teachers

Shared Teachers	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent of Centers	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent of Centers
Daily	1	6	0	0
2 - 3 times a week	1	6	0	0
Weekly	3	18	1	3
Less Than Weekly	4	24	6	21
Never	8	47	22	76

Table CDI-25b

Center Description Interview

How Often Programs Consult Public School Supervisors

Shared Supervisors	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Daily	1	6	1	3
2 - 3 times a week	0	0	0	0
Weekly	4	24	0	0
Less Than Weekly	5	29	3	10
Never	7	41	25	86

Table CDI-27

Center Description Interview

Head Start Activities Which Prepare Children For Public Schools*

Preparation For Public Schools	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Public School Teachers Attend Training With Head Start Teachers	10	59	6	20
Public School Teachers Visit Head Start Classrooms	12	71	7	24
Head Start Parents Visit Public Schools	10	59	12	41
Head Start Children Regularly Visit Public Schools	6	35	5	17
Head Start Children Visit Public Schools Prior To Enrollment	10	59	13	44
Role Playing in Head Start	12	71	13	44
Emphasize Academic Skills Development	10	59	23	78
Emphasize Social Skill Development	13	77	24	82
Teach Children to Follow Directions and to Understand Rules	11	65	17	58
Exchange of Teachers Between Public School and Head Start	4	24	1	3
Other	12	71	15	51

*Multiple responses possible

Table CDI- 28

Center Description Interview

The Relationships Between Programs and Local Public Schools

Head Start - Public School Relationship	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
The relationship is excellent	8	47	3	10
The relationship is good	6	35	17	59
The relationship is fair	3	18	2	7
The relationship is difficult or strained	0	0	3	10
There is no relationship	0	0	3	10
Missing data	0	0	1	3

Table CDI-29a

Center Description Interview

The Frequency With Which Center Directors Have Contact with Program Directors

Contact Between Center Directors and Program Directors	BES Programs (N= 17)		Regular Head Start Programs (N= 29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
No communication	0	0	0	0
Almost daily	9	53	16	55
2-3 times a week	1	6	3	10
Weekly	2	12	4	14
Less than weekly	2	12	3	10
Never	2	12	0	0
Missing data	1	6	3	10

Table CDI-29b

Center Description Interview

The Frequency With Which Center Directors Have Contact With Other Center Directors

Contact Between Center Directors and Center Directors	BES Programs (N= 17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
No communication	0	0	0	0
Almost daily	3	18	5	17
2-3 times a week	0	0	2	7
Weekly	2	11	5	17
Less than weekly	3	18	9	31
Never	8	47	5	17
Missing data	1	6	3	10

Table CDI-29c

Center Description Interview

The Frequency With Which Center Directors Have Contact With The Teaching Staff

Contact Between Center Directors and Teachers	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
No communication	0	0	0	0
Almost daily	11	65	19	66
2-3 times a week	2	12	3	10
Weekly	3	17	3	10
Less than weekly	0	0	1	3
Never	0	0	0	0
Missing data	1	6	3	10

Table CDI- 29d

Center Description Interview

The Frequency With Which Center Directors Have Contact With The Non-Teaching Staff (e.g. Education Coordinator)

Contact Between Center Directors and Non-Teaching Staff	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
No communication	0	0	1	3
Almost daily	10	59	14	49
2-3 times a week	4	23	7	24
Weekly	2	12	2	7
Less than weekly	0	0	1	3
Never	0	0	0	0
Missing data	1	6	4	14

Table CDI-29e

Center Description Interview

The Frequency With Which Center Directors Have Contact With Most Head Start Parents

Contact Between Center Directors and Head Start Parents	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
No communication	0	0	1	3
Almost daily	2	12	6	21
2-3 times a week	1	6	0	0
Weekly	1	6	4	14
Less than weekly	12	70	12	41
Never	0	0	1	3
Missing data	1	6	5	17

Table CDI-30a

Center Description Interview

The Availability of Public Health Clinics in Head Start Communities

Public Health Clinics	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	0	0	0	0
Available and used	17	100	28	97
Available and not used	0	0	0	0
Missing Data	0	0	1	3

18~

Table CDI-30b

Center Description Interview

The Availability of Mental Health Clinics in Head Start Communities

Mental Health Clinics	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	0	0	2	7
Available and used	16	94	22	76
Available and not used	1	6	4	14
Missing Data	0	0	1	3

Table CDI-30c

Center Description Interview

The Availability of Child Guidance Clinics in Head Start Communities

Child Guidance Clinics	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	3	18	3	10
Available and used	9	53	18	62
Available and not used	2	11	3	10
Don't know	3	18	3	10
Missing data	0	0	2	7

Table CDI-30d

Center Description Interview

The Availability of Speech Therapy Clinics in Head Start Communities

Speech Therapy Clinics	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	2	12	4	13
Available and used	13	76	23	77
Available and not used	2	12	1	3
Missing Data	0	0	2	7

Table CDI-30e

Center Description Interview

The Availability of Psychological Services in Head Start Communities

Psychological Services	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	0	0	1	3
Available and used	14	82	23	80
Available and not used	2	12	4	14
Don't know	1	6	0	0
Missing data	0	0	1	3

Table CDI- 30f

Center Description Interview

The Availability of Family Counseling Agencies in Head Start Communities

Family Counseling Agencies	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	0	0	1	3
Available and used	13	76	20	69
Available and not used	1	6	5	17
Don't know	3	18	1	3
Missing data	0	0	2	7

Table CDI- 30g

Center Description Interview

The Availability of Family Planning Services in Head Start Communities

Family Planning Services	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	0	0	1	3
Available and used	12	70	23	79
Available and not used	2	12	2	7
Don't know	3	18	2	7
Missing data	0	0	1	3

Table CDI-30h

Center Description Interview

The Availability of Nutrition Services in Head Start Communities

Nutrition Services	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	1	6	2	7
Available and used	13	76	25	86
Available and not used	2	12	0	0
Don't know	1	6	0	0
Missing data	0	0	2	7

Table CDI-30i

Center Description Interview

The Availability of Hospitals in Head Start Communities

Hospitals	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	1	6	1	3
Available and used	15	88	26	90
Available and not used	1	6	1	3
Missing data	0	0	1	3

Table CDI-30j

Center Description Interview

The Availability of Community Work and Training Programs in Head Start Communities

Community Work and Training Programs	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	2	12	1	3
Available and used	13	76	23	80
Available and not used	2	12	2	7
Don't know	0	0	2	7
Missing data	0	0	1	3

Table CDI- 30k

Center Description Interview

The Availability of Housing Authorities in Head Start Communities

Housing Authorities	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Not available	1	6	0	0
Available and used	14	82	24	83
Available and not used	1	6	3	10
Don't know	0	0	1	3
Missing data	1	6	1	3

Table CDI-31

Center Description Interview

Centers Which Offered Preservice Training Sessions
The School Year 1978-1979

Preservice Training	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Offered preservice sessions	17	100	28	97
Missing Data	0	0	1	3

Table CDI-32

Center Description Interview

The Number of Days and Hours of Preservice Training Offered During 1978-1979

Days of Preservice	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number of Centers	Average # per Center	Range	Number of Centers	Average # per Center	Range
Number of Days Offered	17	6	2-18	28	6	1-24
Number of Hours Offered	17	36	12-90	28	36	8-90

Table CDI-35

Center Description Interview

The Numbers of Individuals Who Participated in Most Preservice Training Sessions

Participants in Preservice	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number Centers	Average #P/Center	Range	Number Centers	Average #P/Center	Range
Head Start Teachers	17	12	2-31	28	16	1-60
Paid Classroom Aides	17	12	2-31	28	18	2-76
Volunteer Classroom Aides	12	2	0-14	27	3	0-15
Program Administrators	15	4	0-14	28	3	0-12
Program Coordinators	15	5	0-24	27	5	0-12
Parents	11	5	0-23	26	4	0-25
Public School Teachers	8	0	0-0	25	1	0-5
Others	13	12	1-21	16	9	1-13

Table CDI-36a

Center Description Interview

How Preservice Training Sessions Were Conducted*

Preservice Format	BES Programs (N= 17)		Regular Head Start Programs (N= 29)	
	Number Centers	Percent	Number Centers	Percent
Lectures	15	88	24	83
Preparation of Classroom Materials	11	65	20	69
Group Discussions	14	82	26	90
One to One Supervisor to Teacher Training	5	29	7	24
Other	2	12	11	38

*Multiple responses possible.

Table CDI-36b

Center Description Interview

Topics Discussed at Preservice Training Sessions*

Topics For Preservice Training	BES Programs (N= 17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent	Number of Centers	Percent
Problems regarding individual children or families	10	59	17	57
Staff or center problems	9	53	16	53
Administrative methods	10	59	22	73
Planning classroom activities	13	77	22	73
Completing administrative paperwork	8	47	17	57
Health issues	10	59	21	70
Parent involvement	13	77	23	77
General program operations	14	82	21	70
Service to the handicapped	13	77	21	70
Social service	13	77	21	70
Bilingual/bicultural training	8	47	9	30
Teaching methods	12	71	17	57
Teaching materials	9	53	16	53
Classroom activities	9	53	15	50
**BES guidelines	4	24		

*Multiple responses possible
**BES programs only

Table CDI-40

Center Description Interview

Programs Which Have a Regularly Scheduled Time for Inservice Training

Inservice Training	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent	Number of Centers	Percent
Regularly scheduled time	16	94	26	90
No regularly scheduled time	1	6	3	10

Table CDI-41

Center Description Interview

Inservice Training Sessions Held During the Past Month

Inservice Training Sessions	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number of Centers	Average per Center	Range	Number of Centers	Average per Center	Range
Number of Sessions Held	16	4	4-11	29	4	1-22
Number of Hours	15	11	5-20	29	13	3-50

Table CDI-43

Center Description Interview

Persons Who Attended the Inservice Training Sessions*

Persons Attending Inservice Training	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Teachers	16	94	29	97
Paid aides	16	94	29	97
Volunteer aides	6	35	17	57
Program administrators	0	0	0	0
Program coordinators	16	94	28	93
Parents	8	47	21	72
Public school staff	0	0	0	0
Other	0	0	3	10

*Multiple responses possible

Table CDI-44a

Center Description Interview

How the Inservice Training Sessions Were Conducted*

How Inservice Training Conducted	BES Programs (N= 17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent	Number of Centers	Percent
Lectures	12	71	22	73
Preparation of classroom materials	14	82	16	53
Group discussions	16	94	23	77
One to one supervisor to teacher training				
Other	13	77	17	66

*Multiple responses possible

Table CDI-44b

Center Description Interview

The Topics Which Were Discussed at the Inservice Training Sessions*

Topics for Inservice Training	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent
Problems regarding individual children or families	10	59	16	53
Staff or center problems	11	65	15	50
Administrative methods	8	47	13	43
Planning classroom activities	13	77	20	67
Completing administrative paperwork	7	41	8	27
Health issues	8	47	20	67
Parent involvement	13	77	19	63
General program operations	10	59	13	43
Service to the handicapped	8	47	18	60
Social service	7	41	15	50
Bilingual/bicultural training	5	29	9	30
Teaching methods	11	65	18	60
Teaching materials	8	47	19	63
Classroom activities	9	53	15	50
**BES guidelines	9	53		

*Multiple responses possible
**BES programs only

Table CDI-53

Center Description Interview

The Frequency With Which Supervisors Visit Teachers' Classes

	BES Programs (N=17)		Regular Head Start Programs (N=29)	
Supervisors Visit Classes	Number of Centers	Percent	Number of Centers	Percent
Daily	7	41	8	27
Weekly	6	35	12	40
Monthly	2	12	5	17
Twice a year or less	0	0	1	3
Missing data	2	12	4	13

Table CDI-54

Center Description Interview

How Supervisory Visits are Arranged*

How Supervisors Visits are Arranged	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent	Number of Centers	Percent
Scheduled visit	4	24	9	30
Need visit	13	76	20	69

*Multiple responses possible

Table CDI-58

Center Description Interview

Center Directors' Description of Classrooms

Center Directors' Description of Classroom	BES Programs (N=17) Number of Centers Who Chose	BES Programs (N=17) Percent	Regular Head Start Programs (N=29) Number of Centers Who Chose	Regular Head Start Programs (N=29) Percent
Open classroom, emphasis on "whole" child	1	6	5	17
Developmentally sequenced activities, emphasis on individual children	10	59	16	55
Structured classroom, emphasis on academics	0	0	0	0
Child directed, emphasis on self-instructional materials	0	0	2	7
Piagetian approach, emphasis on reasoning	1	6	2	7
None of the above describes classroom	4	24	3	10
Missing Data	1	6	1	3

Table CDI-59

Center Description Interview

The Primary Resource Materials or Curriculum Guides Used in Centers*

Primary Resource Materials	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Early Childhood Discovery Materials (Bank Street College of Education)	1	6	0	0
An Activities Handbook for Teachers of Young Children (Croft and Hess)	1	6	1	3
The New Nursery School (Nimnicht)	1	6	2	7
Early Childhood Curriculum: A Piaget Program (Lavatelli)	3	18	2	7
Cognitively Oriented Curriculum (Weikart)	0	0	0	0
Inquisitive Games: Discovering How to Learn	0	0	0	0
Inquisitive Games: Exploring Number and Space	0	0	1	3
GOAL: Language Development (Karnes)	2	12	3	10
GOAL: Math (Karnes)	0	0	1	3
Peabody Language Development Kit	9	53	15	50
PEEK Kit	2	12	2	7
Frostig Perceptual Motor Program	2	12	0	0
Learning to Think Series (Thurstone)	0	0	0	0

*Multiple responses possible

Table CDI-59 (continued)

Center Description Interview

The Primary Resource Materials or Curriculum Guides Used in Centers*

Primary Resource Materials	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Learning Accomplishment Profile and Curriculum Activities (Sanford) (LAP)	3	18	4	13
Portage Project	3	18	5	17
Memphis Program	0	0	0	0
DISTAR Language	0	0	0	0
DISTAR Reading	0	0	0	0
DISTAR Math	0	0	0	0
Alpha Time	0	0	1	3
Readiness Programs	0	0	1	3
Other	0	0	3	10
Use own materials	14	83	29	100

*Multiple responses possible

Table CDI-60a

Center Description Interview

How Teachers Decide on the Type of Teaching Approach and Materials to Use

Type of Teaching Approach	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent of Centers	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent of Centers
The teacher decides	6	35	6	21
The teacher has assistance	11	65	21	72
Missing data	0	0	2	7

Table CDI-60b

Center Description Interview

Other Personnel Who Are Involved in the Decision about What Teaching Approach or Materials Teacher Use*

Type of Teaching Approach Decision Makers	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Director	10	59	16	53
Education coordinator	11	65	21	70
Head teacher	10	59	14	47
Teachers as a group	11	65	17	57
Aides	9	53	15	50
Parents	8	47	14	50
Public school staff	2	12	4	13
Other	5	30	9	30

*Multiple responses possible

Table CDI-61

Center Description Interview

The Average Rankings of the Developmental Categories Teachers Emphasize

Area of Emphasis	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Times Ranked	Average Rankings	Number of Times Ranked	Average Rankings
Sensory Motor Development	0	5	0	6
Language Development	2	3	6	5
Group & Social Skills Development	4	3	4	3
Concept Development	0	5	1	7
Academic Development	0	6	1	5
Self-esteem Development	9	1	14	2
Motivational Development	1	5	1	7
Missing Data	1	0	2	0

Table CDI-62

Center Description Interview

The Living Arrangements of Children*

Living Arrangements	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Total Number of BES Children	Number of Centers	Percent of Total Number of Children
Both Parents	16	44	26	40
Single Parents	16	54	26	56
Other Relatives	6	2	16	4
Missing data	1	<1	3	<1

---

*These figures are based on the total number of BES children, which is 1823 and the total number of Regular Head Start children, which is 2189.

Table CDI-63

Center Description Interview

The Numbers of Parents Who Participate in Head Start Activities (e.g., attend meetings, go on field trips)*

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Parent Participation	Number of Centers	Percent of All Parents	Range in Number of Parents	Number of Centers	Percent of Parents	Range in Number of Parents
	16	61%	6 - 347	27	62%	5 - 397

*The figures above are based on the total number of BES parents which is 2584 and the total number of Regular Head Start parents which is 2949.

Table CDI-64

Center Description Interview

The Frequency of Adult Participation in Head Start Activities

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Adult Participation	Number of Centers	Average Number of Parents	Range	Number of Centers	Average Number of Parents	Range
Almost daily	17	20	0 - 116	27	13	0 - 30
At least weekly	15	26	4 - 87	25	22	1 - 180
At least monthly	14	56	4 - 232	26	31	0 - 216

Table CDI-65

Center Description Interview

Male and Female Participation in Head Start Activities*

Male and Female Parents	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Parents Who Participate	Number of Centers	Percent of Parents Who Participate
Males	16	18	27	14
Females	16	82	27	86

---

*These figures are based on the total number of parents who participate in Head Start activities. For BES, 1584 parents participate and for Regular Head Start, 1831 parents participate.

Table CDI-66

Center Description Interview

How Parental Visits to Classrooms are Arranged

Parental Visits	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Scheduled	1	6	5	17
Not scheduled	1	6	5	17
Both	10	59	16	56
Missing data	5	29	3	10

Table CDI-67

Center Description Interview

What Parents Do in Classrooms*

Parental Visits	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Supervise free play	6	35	9	31
Read to the children	8	47	14	48
Help with art projects	9	53	8	28
Set up materials for the teacher, such as snacks, art materials, etc.	10	59	15	52
Help with field trips	7	41	9	31
Teach their own child	8	47	4	14
Teach other children in group or one to one situation	9	53	12	41
Supervise snacks	7	41	10	34
Clean up	6	35	8	28
Other	17	100	18	61

*Multiple responses possible

Table CDI-68

Center Description Interview

Centers Which Conduct Workshops or Classes Especially for Parents

Workshops for Parents	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Special workshops conducted	17	100	26	90
Special workshops not conducted	0	0	2	7
Missing data	0	0	1	3

218

Table CDI-69

Center Description Interview

Centers Which Held Workshops or Classes For Parents Within the Last Month

	BES Programs (N=17)		Regular Head Start Programs (N=29)	
Workshops for Parents	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Held workshops	14	82	21	72
Did not hold workshop	3	18	4	14
Missing data	0	0	4	14

Table CDI-70

Center Description Interview

Of Those Programs Which Held Sessions, The Numbers of Parent Training Sessions Held Within the Past Month

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Number of Parent Training Sessions	Number of Centers	Average Number of Sessions	Range	Number of Centers	Average Number of Sessions	Range
	14	8	1-35	23	5	1-30

Table CDI-71

Center Description Interview

Of Those Programs Which Held Sessions, The Total Hours of Parent Training Sessions Held Within the Past Month

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Parent Training Sessions	Number of Centers	Average Number of Hours	Range	Number of Centers	Average Number of Hours	Range
	14	7	2-78	23	13	2-60

Table CDI-72

Center Description Interview

The Numbers of Parents Who Attended Sessions in the Past Month

	BES Programs (N=17)			Regular Head Start Programs (N=29)		
Parent Training Sessions	Number of Centers	Average Number of Parents	Range	Number of Centers	Average Number of Parents	Range
	13	52	2 - 150	21	39	4 - 194

Table CDI-74a

Center Description Interview

How the Parent Training Sessions Were Conducted*

Parent Training Sessions	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Lectures, demonstrations	13	77	25	86
Preparation of materials for parents to use with the child	9	53	19	66
Group discussion	14	82	21	72
One to one staff to parent	5	29	10	34
Other	5	29	11	37

*Multiple responses possible

Table CDI-74b

Center Description Interview

The Topics Which Were Discussed at the Parent Training Sessions*

Parent Training Sessions	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Emotional development	10	59	13	45
Cognitiveointellectualls for development	10	59	13	45
Teaching activities for the home	11	65	17	59
Language development	6	35	12	41
Physical development	8	47	14	48
Health and health care	10	59	19	66
Nutrition	8	47	17	59
Handicapping conditions	5	29	14	48
Community involvement	7	41	12	41
**BES guidelines	4	24	0	0
Other	17	100	23	78

*Multiple responses possible
**BES programs only

Table CDI-76

Center Description Interview

How Parents Are Informed About the Training Sessions*

Parent Training Sessions	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent of Centers	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent of Centers
Parents request sessions	8	47	11	38
Announcements posted at the center	9	53	14	48
Notes sent to parents	14	82	20	69
Parents called	10	59	18	62
Parents told when they pick up or bring children	5	29	14	48
Other	14	82	22	75

*Multiple responses possible

Table CDI-85

Center Description Interview

The Frequency With Which the Parent Policy Council Meets

Parent Policy Council	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Weekly	0	0	0	0
Every other week	1	6	0	0
Monthly	15	88	26	90
Every other month	1	6	2	7
Missing data	0	0	1	3

Table CDI-86

Center Description Interview

The Number of Parents Who Attended the Last Parent Policy Council Meeting

Parent Policy Council	BES Programs (N=17)			Regular Head Start Programs (N=29)		
	Number of Centers	Average	Range	Number of Centers	Average	Range
	16	23	2-150	27	14	1-50

Table CDI-87

Center Description Interview

Individuals, Other than Parents, Who Attend the Policy Council Meetings*

Parent Policy Council	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Teachers	9	53	11	38
Director	16	94	26	90
Parent coordinator	15	88	24	83
Other	17	100	18	62

*Multiple responses possible

Table CDI-88

Center Description Interview

The Roles of Individuals Other Than Parents at the Policy Council Meetings*

Parent Policy Council Meetings	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Conduct the meetings	2	12	3	10
Serve as advisors	15	88	22	76
Serve as committee members	9	53	5	17
Observe	11	65	15	52
Other roles	5	29	10	34

*Multiple responses possible

Table CDI-90

Center Description Interview

Issues With Which the Policy Councils Are Involved*

Parent Policy Council Issues	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Services or activities for parents	17	100	26	90
Services or activities for children	17	100	25	86
Curriculum	16	94	22	76
Budget	14	82	25	86
Staff issues (e.g., hiring, firing)	16	94	25	86
Other	14	82	15	51

*Multiple responses possible

230

Table CDI-91

Center Description Interview

Programs Which Have A Lending Library Parents Can Use

Lending Library for Parents	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Have a lending library	13	76	14	48
Do not have a lending library	4	24	14	48
Missing data	0	0	1	4

Table CDI-92 and 93

Center Description Interview

The Number of Parents Who Make Use of the Lending Library Each Week and the Number of Parents Who Ever Make Use of the Lending Library

Parents Use of the Lending Library	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers Having a Library	Average Number of Parents	Number of Centers Having a Library	Average Number of Parents
Parents Who Ever Make Use of the Lending Library	9	60	12	24
Parents Who Make Use of the Lending Library Each Week	9	26	12	7

Table CDI-94

Center Description Interview

The Kinds of Materials Available in the Lending Libraries*

Materials in Lending Library	BES Programs (N=17)		Regular Head Start Programs (N=29)	
	Number of Centers	Percent of Centers	Number of Centers	Percent of Centers
Books on parenting skills	11	65	13	45
Children's books	12	71	13	45
Puzzles, games, etc.	9	53	8	28
Cookbooks	8	47	11	38
Manipulative materials	10	59	7	24
Filmstrips, projectors	6	35	8	28
Records, record players	6	35	7	24
Educational kitstrips	9	53	10	35
Other	9	53	8	28

---

*Multiple responses possible

Table CDI-95

Center Description Interview

Programs Which Have Developed Methods to Encourage Parents to Work at Home With Their Children in Teaching Basic Skills

Methods for Home Teaching	BES Programs (N=17) Number of Centers	BES Programs (N=17) Percent of Centers	Regular Head Start Programs (N=29) Number of Centers	Regular Head Start Programs (N=29) Percent of Centers
Programs which have methods	16	94	27	92
Programs which do not have methods	1	6	0	0
Missing data	0	0	2	8

Table CDI-97

Center Description Interview

BES Programs Which Have Found It Necessary to Change Their Parent Involvement Program to Conform to BES Guidelines**

Conforming to Bes Guidelines	BES Programs (N=17)	
	Number of Centers	Percent of Centers
Necessary to change	7	41
Not necessary to change	10	59

**BES Only

Table CDI-98

Center Description Interview

BES Programs in Which the Parent Policy Committee Was Involved in Developing the BES Program**

Parent Policy Committee	BES Programs (N=17)	
	Number of Centers	Percent of Centers
Programs in which the committee was involved	14	82
Programs in which the committee was not involved	3	18

**BES Only

236

Table CDI-99

Center Description Interview

BES Programs Which Have Discussed BES Goals With Parents

BES Goals	BES Programs (N=17)	
	Number of Centers	Percent of Centers
Have discussed goals with parents	16	94
Have not discussed goals with parents	1	6

Table CDI-100

Center Description Interview

Parents' Responses to the BES Goals

Parent Response		BES Programs (N=17)	
		Number of Centers	Percent of Centers
Positive	1	6	35
	2	5	29
	3	2	13
	4	1	6
Negative	5		
Missing data		4	23

Appendix E

Item Responses to the Teacher Interview
Tables TI-1 through TI-83p

Table TI-1

Teacher Interview

Teachers Who Have or Have Had Children in Head Start

Teachers/Parents	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N=55) Teachers Number	Regular Head Start Programs (N=55) Teachers Percent
Have had children in Head Start	9	28	21	38
Have not had children in Head Start	23	72	34	62

Table TI-2

Teacher Interview

Teachers Who Began Working With Head Start as a Result of Their Experience as a Head Start Parent

Teacher/Parents	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers who are Head Start Parents		Teachers who are Head Start Parents	
	Number	Percent of Teachers	Number	Percent of Teachers
Began working as a result of their experience	5	56	15	71
Did not begin working as a result of their experience	4	44	6	29

*Figures are based on Table I totals.

Table TI-3

Teacher Interview

The Ages of Teachers Interviewed

BES Programs (N=29)*		Regular Head Start Programs (N=53)**	
Teacher Ages		Teacher Ages	
Average	Range	Average	Range
38	24-58	40	22-66

*missing data on 3 teachers

**missing data on 2 teachers

Table TI-4

Teacher Interview

Highest Grade Teachers Completed in School

Educational Status	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Grade school	1	3	1	2
High school	11	34	11	20
College	13	41	39	71
Graduate school	7	22	4	7

Table TI-5a

Teacher Interview

The Highest Degree Earned by Teachers

Highest Degree Earned	BES Programs (N=32) Teachers Number	 Percent	Regular Head Start Programs (N=55) Teachers Number	 Percent
High school	6	19	19	34
GED	2	6	2	4
CDA Certificate*	4	13	8	15
Associate Degree	3	9	5	9
Bachelor's Degree	11	34	19	34
Master's Degree	3	9	0	0
Ph.D.	0	0	0	0
Other	1	3	0	0
Missing data	2	6	2	4

*This is not the total number of Certificates; see Table TI-6.

Table TI-5b

Teacher Interview

Of Those Teachers Who Have Received Degrees, Their Major Fields

Major Field	BES Programs (N=17) Teachers with Degrees Number	Percent	Regular Head Start Programs (N=24) Teachers with Degrees Number	Percent
Early childhood education	5	29	6	25
Child development	1	6	3	13
Education	7	41	9	37
Other	4	24	6	25

Table TI-7

Teacher Interview

The Years In Which Teachers Received CDA Certification

BES Programs (N=15)		Regular Head Start Programs (N=13)	
Years		Years	
Average	Range	Average	Range
1977	1972-1979	1975	1965-1979

Table TI-8

(Based on Q 6 & 8)

Teacher Interview

CDA Certification Status

	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
Certification Status	Number	Percent	Number	Percent
Holding CDA certificates	15	47	10	18
Currently working on certificates	10	31	29	53
Not currently working on certificates	7	22	16	29

Table TI-9

Teacher Interview

The Years In Which Teachers Expect to Be CDA Certified

BES Programs (N=11 teachers)		Regular Head Start Programs (N=29 teachers)	
Years		Years	
Average	Range	Average	Range
1980	1979-1981	1979	1979-1981

Table TI-10

(Based on Q 10 and 14)

Teacher Interview

Teachers Enrolled in a Formal Education Program

	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
Enrollment Status	Number	Percent	Number	Percent
Currently enrolled	7	22	24	44
Expecting to enroll	15	47	26	47
Not expecting to enroll	10	31	5	9

Table TI-11

Teacher Interview

Major Fields of Teachers Currently Enrolled in a Formal Education Program

Major Field	BES Programs (N=7) Teachers Currently Enrolled Number	BES Programs (N=7) Teachers Currently Enrolled Percent	Regular Head Start Programs (N=24) Teachers Currently Enrolled Number	Regular Head Start Programs (N=24) Teachers Currently Enrolled Percent
Early childhood education	4	57	14	58
Child development	2	29	2	8
Elementary education	0	0	5	21
Special education	0	0	2	8
Other	1	14	0	0
Missing data	0	0	1	4

Table TI-12

Teacher Interview

Diplomas or Degrees Teachers Expect to Earn

Diploma or Degree	BES Programs (N=7) Teachers Currently Enrolled Number	BES Programs (N=7) Teachers Currently Enrolled Percent	Regular Head Start Programs (N=24) Teachers Currently Enrolled Number	Regular Head Start Programs (N=24) Teachers Currently Enrolled Percent
High School	0	0	0	0
GED	0	0	0	0
CDA Certificate	3	43	3	13
Associate Degree	1	14	2	8
Bachelor's Degree	2	29	9	38
Master's Degree	1	14	9	38
Ph.D.	0	0	1	4

Table TI-13

Teacher Interview

Years When Teachers Expect to Receive Degrees From Programs In Which They Are Currently Enrolled

BES Programs (N=5)		Regular Head Start Programs (N=24)	
Years		Years	
Average	Range	Average	Range
1980	1980-1980	1981	1979-1985

Table TI-16

Teacher Interview

Of Those Teachers Who Expect to Earn Degrees, Fields In Which Teachers Expect to Earn Degrees

Major Field	BES Programs (N=16)		Regular Head Start Programs (N=26)	
	Teachers Enrolled		Teachers Enrolled	
	Number	Percent	Number	Percent
Early childhood education	11	69	12	46
Child development	0	0	2	8
Elementary education	1	6	3	12
Special education	1	6	3	12
Other	3	19	6	23

Table TI-20

Teacher Interview

Languages Teachers Speak in Classrooms*

Language	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
English	31	97	55	100
Spanish	6	19	5	9
American Indian	0	0	0	0
Oriental/Pacific Island	0	0	0	0
Other	0	0	3	6

---

*Multiple responses possible; no indication of primary language.

Table TI- 21

Teacher Interview

Years When Teachers Began Working At These Programs

BES Programs (N=32)		Regular Head Start Programs (N=55)	
Year		Year	
Average	Range	Average	Range
1972	1965-1979	1971	1964-1979

Table TI-22

Teacher Interview

Employment Status of Teachers

Employment Status	BES Programs (N=32) Teachers Number	Percent	Regular Head Start Programs (N=55) Teachers Number	Percent
Full-time	30	94	54	98
Part-time	2	6	1	2

Table TI-23a

Teacher Interview

Teacher Job Titles

Job Title of Teacher	BES Programs (N=32) Teachers		Regular Head Start Programs (N=55) Teachers	
	Number	Percent	Number	Percent
Director	0	0	1	2
Head Teacher	7	22	19	35
Teacher	23	72	34	62
Teacher's Aide	0	0	0	0
Education Coordinator	0	0	0	0
Health Coordinator	0	0	0	0
Parent Coordinator	0	0	0	0
Health Aide	0	0	0	0
Nutritionist	0	0	0	0
Other	0	0	0	0
Missing data	2	6	1	1

Table TI-23b

Teacher Interview

The Titles of Individuals Who Supervise Teachers in Their Jobs

Job Title of Supervisor	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N= 55) Teachers Number	Regular Head Start Programs (N= 55) Teachers Percent
Director	9	28	8	15
Center Director	2	6	4	7
Education Coordinator	8	25	22	40
Head Teacher	9	28	6	11
Other	4	13	11	20
Missing data	0	0	4	7

Table TI-23c

Teacher Interview

Teacher Supervision Responsibilities

BES Programs (N=31)		Regular Head Start Programs (N=55)	
Persons Supervised		Persons Supervised	
Average Number	Range	Average Number	Range
3	1-8	3	0-13

Table TI-27

Teacher Interview

Teachers Who Have Had Other Jobs in Their Programs

Prior program experience	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers Number	Percent	Teachers Number	Percent
Teachers who have had other jobs	15	47	32	58
Teachers who have not had other jobs	17	53	21	38
Missing data	0	0	2	4

Table TI-28

Teacher Interview

Other Jobs Teachers Have Had Within Their Programs

Prior Jobs in Program	BES Programs (N=15 Teachers)*		Regular Head Start Programs (N=32 Teachers)	
	Number of Teachers	Percent	Number of Teachers	Percent
Director	0	0	2	6
Head Teacher	1	7	2	6
Teacher	0	0	4	13
Teacher's Aide	10	67	23	72
Education Coordinator	0	0	1	3
Health Coordinator	0	0	0	0
Parent Coordinator	0	0	0	0
Health Aide	0	0	0	0
Nutritionist	0	0	1	3
Other	9	60	15	47

* Multiple responses possible

Table TI - 29

Teacher Interview

Teachers' Prior Experience In Educational Institutions*

Prior Experience*	BES Programs (N=32) Teachers Number		Regular Head Start Programs (N=55) Teachers Number	
	Number	Percent	Number	Percent
Have worked at other Head Start programs	1	3	8	15
Have worked at other preschools	15	47	23	42
Have worked in kindergartens	12	38	11	20
Have worked in grades 1-3	16	50	17	31
Have worked in grades 4-6	9	28	11	20
Have worked in secondary school	2	6	8	15

* Multiple Responses Possible

Table TI- 32

Teacher Interview

In An Average Week, The Percentage of Teacher Time Spent in Different Types of Classroom Activities

Type of Activity	BES Programs (N= 30)		Regular Head Start Programs (N=50)	
	Percent		Percent	
	Average	Range	Average	Range
Teacher directed time	30	4-67	26	7-73
Child selected time	26	10-58	22	5-75
Care giving	17	0-33	21	0-47
Feeding	13	0-25	13	0-28
Planning	12	0-46	11	0-49

Table TI- 33a

Teacher Interview

In An Average Month, The Number of Hours Teachers Spend in Different Activities

Activities	BES Programs (N=32)			Regular Head Start Programs (N=55)		
	Number Responding Yes	Number of Hours Average	Number of Hours Range	Number Responding Yes	Number of Hours Average	Number of Hours Range
Talking with parents individually at the center	32	11	1-52	53	12	0-40
Attending parent meetings	32	2	0-16	54	3	0-12
Talking with other staff about individual parents or children	32	14	0-56	53	12	1-60
Meeting with program coordinators in a group setting	31	6	0-24	55	6	0-30
Talking with program coordinators individually	32	4	0-10	55	4	0-18
Providing social services, for example, making phone calls for referrals to a social service agency	32	2	0-10	53	2	0-16
Providing health services, for example, assisting parents to get medical or dental services for their children	32	2	0-10	51	1	0-16
Driving children or parents to Head Start or to Head Start activities	32	2	0-40	52	3	0-40
Giving training in a group setting	31	1	0-12	52	3	0-36
Giving training in a one-to-one situation	32	8	0-40	51	11	0-80
Performing administrative tasks or paperwork	32	17	0-40	55	23	1-87
Making home visits	32	6	0-32	53	9	0-48

Table TI-33b

Teacher Interview

Events for Which Teachers Have a Regularly Scheduled Time

Activities	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Talking with Parents individually at the center	7	22	12	22
Attending Parent Meetings	22	69	44	80
Talking with the staff about individual parents or children	22	69	32	58
Meeting with Program Coordinators in a group setting	24	75	55	100
Talking with Program Coordinators individually	7	22	12	22
Providing Social Services	4	12	5	9
Providing Medical Services	3	9	2	4
Transporting Children or Parents	3	9	5	9
Providing Training in a group setting	4	13	14	25
Providing Training in a one-to-one situation	13	40	17	31
Performing Administrative Tasks	17	53	41	74
Making home visits	16	50	35	64

Table TI- 34

Teacher Interview

Frequency of Teacher Home Visits

Frequency of Home Visits	BES Programs (N= 32) Teachers Number	BES Programs (N= 32) Teachers Percent	Regular Head Start Programs (N=55) Teachers Number	Regular Head Start Programs (N=55) Teachers Percent
Never	0	0	1	2
Weekly	1	3	2	4
Every Two Weeks	0	0	1	2
Monthly	2	6	7	13
Every Two Months	7	22	10	18
Less Than Every Two Months	22	69	34	62

Table TI- 36

Teacher Interview

How Often Teachers Leave Books or Materials With Parent During Home Visits

Frequency of Providing Material During Home Visits	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Never	12	38	16	30
Every Visit	9	27	14	26
Every Other Visit	5	16	15	28
Not That Often	5	16	9	17
Missing Data	1	3	0	0

Table TI- 37

Teacher Interview

Of Teachers Who Leave Materials or Books How Many Explain to Parents How to Use Them

	BES Programs (N=20)		Regular Head Start Programs (N=38)	
	Teachers		Teachers	
Explanation Provided to Parents	Number	Percent	Number	Percent
Teachers explain how-to use materials	19	95	38	100
Teachers do not explain how-to use materials	1	5	0	0

Table TI- 46

Teacher Interview

Teachers Who Have Attended Preservice Training Sessions This School Year

Pre-training Attendance	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N=55) Teachers Number	Regular Head Start Programs (N=55) Teachers Percent
Teachers who have attended training sessions	28	88	46	84
Teachers who have not attended training sessions	4	13	8	14
Missing Data	0	0	1	2

Table TI- 47

Teacher Interview

Of Those Who Participated in Training, The Number of Days Teachers Spent in Pre-service Training During 1978-79

	BES Programs (N= 28 Teachers)		Regular Head Start Programs (N= 45 Teachers)	
	Number of Days		Number of Days	
Days of Pre-service Training	Average	Range	Average	Range
	5	1 - 14	6	2 - 25

Table TI- 48

Teacher Interview

Of Those Who Participated in Training, The Number of Hours Spent In Preservice Training During 1978-79

	BES Programs (N= 27)*		Regular Head Start Programs (N=45)	
	Number of Hours		Number of Hours	
Hours of Preservice	Average	Range	Average	Range
	33	6 - 75	36	11-150

* Missing data on one teacher

Table TI- 53a

Teacher Interview

Teachers' Satisfaction With What They Were Taught at the Preservice Training Sessions

Teacher Satisfaction	BES Programs (N=28)		Regular Head Start Programs (N=47)	
	Teachers Attending Preservice Training		Teachers Attending Preservice Training	
	Number	Percent	Number	Percent
Extremely satisfied	4	14	5	11
Very satisfied	15	54	28	59
Somewhat satisfied	9	32	13	28
Not satisfied	0	0	1	2

Table TI- 53b

Teacher Interview

Teachers' Satisfaction With How They Were Taught at the Preservice Training Sessions

Teacher Satisfaction	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers Attending Preservice Training		Teachers Attending Preservice Training	
	Number	Percent	Number	Percent
Extremely satisfied	3	9	5	11
Very satisfied	16	50	27	49
Somewhat satisfied	8	25	14	25
Not satisfied	1	3	0	0
Missing data	4	13	8	15

Table TI- 54

Teacher Interview

Teachers Who Have Attended Inservice Training Sessions During the Past Month

	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
Attendance	Number	Percent	Number	Percent
Attended training session	23	72	47	85
Did not attend training session	9	28	5	9
Missing data	0	0	3	5

Table TI- 55

Teacher Interview

Of Those Who Attended, The Number of Inservice Training Sessions Teachers Attended During The Past Month

Inservice Training	BES Programs (N= 18) *		Regular Head Start Programs (N=45) **	
	Number of Sessions		Number of Sessions	
	Average	Range	Average	Range
	5	1 - 28	3	1 - 12

*missing data on 5 teachers

**missing data on 2 teachers

Table TI- 56

Teacher Interview

Of Those Who Attended, The Number of Hours Teacher Spent In Inservice Training Sessions During The Past Month

Inservice Training	BES Programs (N=20) *		Regular Head Start Programs (N=42) **	
	Number of Hours		Number of Hours	
	Average	Range	Average	Range
	14	2 - 76	11	3 - 32

*data missing on 3 teachers

**data missing on 5 teachers

Table TI- 62a

Teacher Interview

Teachers' Satisfaction With What Was Taught At The Inservice Training Session

Teacher Satisfaction	BES Programs (N=25)		Regular Head Start Programs (N=50)	
	Teachers Responding		Teachers Responding	
	Number	Percent	Number	Percent
Extremely satisfied	5	20	18	36
Very Satisfied	13	52	25	50
Somewhat satisfied	7	28	7	14
Not satisfied	0	0	0	0

Table TI- 62b

Teacher Interview

Teachers' Satisfaction With How They Were Taught at Inservice Training Sessions

Teacher Satisfaction	BES Programs (N=25)		Regular Head Start Programs (N=50)	
	Teachers Responding		Teachers Responding	
	Number	Percent	Number	Percent
Extremely satisfied	4	16	14	28
Very satisfied	13	52	23	46
Somewhat satisfied	6	24	12	24
Not satisfied	2	8	1	2

Table TI-63

Teacher Interview

Teacher's Description of Classrooms

Teachers' Description of Classroom	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Number of Teachers Who Chose	Percent	Number of Teachers Who Chose	Percent
Open classroom, emphasis on "whole" child	2	6	3	6
Developmentally sequenced activites, emphasis on individual children	20	62	29	54
Structured classroom, emphasis on academics	2	6	1	2
Child directed, emphasis on self-instructional materials	1	3	2	4
Piagetian approach, emphasis on reasoning	4	12	13	24
None of the above describes classroom	3	9	6	11

Table TI- 64

Teacher Interview

The Average Rankings of the Areas Teachers Emphasize in Their Teaching

Area of Emphasis	BES Programs (N=32)		Regular Head Start Programs (N= 55)	
	Number of times ranked 1	Average Ranking	Number of times ranked 1	Average Ranking
Sensory motor development	0	5	2	5
Language development	9	3	10	3
Group and social skills development	5	3	8	3
Concept development	2	5	3	5
Academic development skills	1	6	1	6
Self-esteem development	14	2	30	2
Motivational development	1	4	5	4

Table TI- 65

Teacher Interview

The Primary Resource Materials and Curriculum Guides Teachers Use*

Resource Materials and Curriculum Guides	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Uses Own Curriculum	10	31	13	24
Early Childhood Discovery Materials (Bank Street College of Education)	0	0	4	7
An Activities Handbook for Teachers of Young Children (Croft and Hess)	1	3	8	15
The New Nursery School (Nimnicht)	2	6	3	5
Early Childhood Curriculum: A Piaget Program (Weikart)	3	9	3	5
Cognitively Oriented Curriculum (Weikart)	0	0	0	0
Inquisitive Games: Discovering How-To Learn	0	0	2	4
Inquisitive Games: Exploring Number and Space	0	0	0	0
GOAL: Language Development (Karnes)	2	6	4	7
GOAL: Math (Karnes)	1	3	1	0
Peabody Language Development Kit	19	59	16	29
PEEK Kit	0	0	1	2
Frostig Perceptual Motor Program	0	0	0	0
Learning to Think (Thurstone)	0	0	0	0

* Multiple responses possible

Table TI-65 (Continued)

Teacher Interview

The Primary Resource Materials and Curriculum Guides Teachers Use*

Primary Resource Materials	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Learning Accomplishment Profile (Sanford) (LAP)	6	19	7	13
Portage Project	1	3	1	2
Memphis Program	0	0	0	0
DISTAR Language	2	7	0	0
DISTAR Reading	0	0	0	0
DISTAR Math	1	3	1	2
Alpha Time	0	0	0	0
Readiness Programs	0	0	2	0

*Multiple responses possible

Table TI- 66

Teacher Interview

How Teachers Decide Which Teaching Approach and Materials To Use

Teaching Approach	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Teacher decides alone	20	63	27	49
Teacher has assistance	9	28	25	45
Missing data	3	9	3	6

Table TI- 67

Teacher Interview

Other Individuals Who Are Involved In The Decision As To Which Teaching Approach and Materials The Teacher Should Use

Job Titles*	BES Programs (N=20) Individuals Involved Number	Percent	Regular Head Start Programs (N=27) Individuals Involved Number	Percent
Director	3	15	6	22
Education Coordinator	6	30	16	59
Head Teachers	1	5	1	4
Teachers	0	0	0	0
Aides	2	10	3	11
Parents	0	5	0	0
Public School Staff	0	0	0	0
Other	1	5	1	4
Missing Data	7	35	6	22

*Multiple responses possible

. Table TI- 71

Teacher Interview

The Number of Minutes Someone Reads to the Children During the Head Start Day

	BES Programs (N= 32)		Regular Head Start Programs (N=53)	
	Minutes		Minutes	
Reading To Children	Average	Range	Average	Range
	27	10-80	25	10-120

Table TI- 72

Teacher Interview

The Approaches Teachers Use Most Often in Individualizing Experiences for Children

Approach	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Join the child and work on the activity he is already engaged in?	10	31	19	35
Take the child aside and work on a particular activity or skill in which he needs help?	15	47	14	26
Provide the child with individual materials or procedures that he can use within the large group activities?	3	10	5	9
Group children into small groups all of whom need the same kind of help?	2	6	8	14
Missing data	2	6	9	16

Table TI- 79

Teacher Interview

How Teachers Find Out About the Developmental Levels of Each Child In The Class At The Beginning of the School Year*

Developmental Levels	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Informal observation	17	53	32	58
Discussion with parents	4	13	15	27
Discussion with program staff	4	13	5	9
Look at child's records	6	19	2	4
Administer criterion referenced checklist	5	16	3	6
Refer for testing	1	1	3	6
Administer diagnostic measures	19	59	31	56
Informal assessment devices	7	22	13	24

*Multiple responses possible

Table TI- 80

Teacher Interview

Published Materials Used by Teachers Who Indicated They Assessed With Diagnostic Measures

Diagnostic Measures	BES Programs (N=26) Teachers Number	BES Programs (N=26) Teachers Percent	Regular Head Start Programs (N=44) Teachers Number	Regular Head Start Programs (N=44) Teachers Percent
Denver Developmental Screening Test (DDST)	3	12	8	18
Peabody Picture Vocabulary Test (PPVT)	3	12	4	9
Learning Accomplishment Profile (LAP)	5	19	13	30
Portage Guide to Early Education	1	4	2	5
Santa Clara Inventory of Development (IOD)	2	8	2	5
School before Six	0	0	0	0
Other	20	77	8	18

Table TI-81

Teacher Interview

The Assessment of Children's Developmental Progress During the School Year

Assessment Throughout School Year	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Teachers who assess developmental progress	31	97	53	96
Teachers who do not assess developmental progress	1	3	2	4

Table TI-82

Teacher Interview

Instruments Teachers Use to Assess Children's Developmental Progress

Instrument*	BES Programs (N=31)		Regular Head Start Programs (N= 53)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Denver Developmental Screening Test (DDST)	0	0	6	11
Peabody Picture Vocabulary Test (PPVT)	3	10	4	8
Learning Accomplishment Profile (LAP)	5	16	10	19
Portage Guide to Early Education	1	3	5	9
Santa Clara Inventory of Development (IOD)	0	0	2	4
School before Six	0	0	0	0
Other	32	**	11	21

*Multiple responses possible

**

Table TI-83a

Teacher Interview

Teachers Believe There Is Little Parents Should Do About Preschool Practice and Policies

Agreement	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Strongly disagree	28	88	46	84
Mildly disagree	3	9	3	6
Not sure/uncertain	1	3	1	2
Mildly agree	0	0	1	2
Strongly agree	0	0	4	6

Table TI-83b

Teacher Interview

Parents Are Eager to Hear Teachers' Ideas About How To Work With Their Children

Agreement	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N= 55) Teachers Number	Regular Head Start Programs (N= 55) Teachers Percent
Strongly disagree	0	0	0	0
Mildly disagree	1	3	3	6
Not sure/uncertain	5	16	1	2
Mildly agree	11	34	17	30
Strongly agree	15	47	34	62

Table TI-83c

Teacher Interview

Teachers Believe Once A Child Is In the Preschool, It Is The Preschool's Responsibility For the Child's Education

Agreement	BES Programs (N=32) Teachers Number		Regular Head Start Programs (N=55) Teachers Number	
	Number	Percent	Number	Percent
Strongly disagree	12	38	27	49
Mildly disagree	11	34	13	24
Not sure/uncertain	0	0	1	2
Mildly agree	4	13	9	16
Strongly agree	5	15	4	7
Missing data	0	0	1	2

Table TI-83d

Teacher Interview

Teachers Believe No Matter How Well Educated A Parent Is, He/She Doesn't Know Enough About Teaching Young Children To Be Able To Give a Teacher Advice

	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
Agreement	Number	Percent	Number	Percent
Strongly disagree	24	76	44	80
Mildly disagree	2	6	6	11
Not sure/uncertain	2	6	1	1
Mildly agree	2	6	2	4
Strongly agree	2	6	2	4

Table TI-83e

Teacher Interview

Teachers Believe What A Parent Teaches His/Her Child At Home Is Very Important to His/Her Success

Agreement	BES Programs (N=32) Teachers Number	Percent	Regular Head Start Programs (N=55) Teachers Number	Percent
Strongly disagree	0	0	1	2
Mildly disagree	0	0	2	4
Not sure/uncertain	1	3	0	0
Mildly agree	4	13	6	10
Strongly agree	27	84	46	84

Table TI-83f

Teacher Interview

Teachers Believe Parents Cannot Do Much to Change What Happens in Head Start

Agreement	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N=55) Teachers Number	Regular Head Start Programs (N=55) Teachers Percent
Strongly disagree	18	56	43	78
Mildly disagree	8	25	5	9
Not sure/uncertain	2	7	4	7
Mildly agree	2	7	3	6
Strongly agree	2	7	0	0

Table TI-83g

Teacher Interview

Teachers Believe Parents Want To Be Told To Help Their Children

Agreement	BES Programs (N=32) Teachers Number		Regular Head Start Programs (N= 55) Teachers Number	
	Number	Percent	Number	Percent
Strongly disagree	0	0	0	0
Mildly disagree	0	0	4	7
Not sure/uncertain	4	13	3	6
Mildly agree	19	59	20	36
Strongly agree	9	28	27	49
Missing data	0	0	1	2

Table TI-83h

Teacher Interview

Teachers Believe It Is Not Up To Parents To Teach Children Once They Are In Head Start

	BES Programs (N=32)		Regular Head Start Programs (N= 55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Strongly disagree	25	78	48	87
Mildly disagree	4	13	5	9
Not sure/uncertain	0	0	0	0
Mildly agree	0	0	2	4
Strongly agree	3	9	0	0

Table TI-83i

Teacher Interview

Teachers Believe Since Parents Lack Special Training in Education, They Should Not Question The Teacher's Teaching Methods

	BES Programs (N=32)		Regular Head Start Programs (N= 55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Strongly disagree	16	50	47	86
Mildly disagree	12	38	6	10
Not sure/uncertain	3	9	1	2
Mildly agree	0	0	1	2
Strongly agree	1	3	0	0

Table TI -83j

Teacher Interview

Teachers Believe Parents Can Teach Their Children Many Things Which Will Help Them In Head Start

	BES Programs (N= 32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Strongly disagree	1	3	0	0
Mildly disagree	0	0	1	2
Not sure/uncertain	0	0	0	0
Mildly agree	1	3	2	4
Strongly agree	30	94	52	94

Table TI-83k

Teacher Interview

Teachers Believe Parents Cannot Have A Meaningful Effect on Head Start

	BES Programs (N=32)		Regular Head Start Programs (N= 55)	
	Teachers		Teachers	
	Number	Percent	Number	Percent
Strongly disagree	26	81	47	86
Mildly disagree	3	10	6	10
Not sure/uncertain	2	6	0	0
Mildly agree	0	0	1	2
Strongly agree	0	0	1	2
Missing data	1	3	0	0

Table TI-831

Teacher Interview

Teachers Believe That Parents Want Them To Help Them to Do A Better Job Of Teaching Their Children At Home

Agreement	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers Number	Teachers Percent	Teachers Number	Teachers Percent
Strongly disagree	1	3	0	0
Mildly disagree	1	3	2	4
Not sure/uncertain	4	13	6	11
Mildly agree	16	50	23	42
Strongly agree	9	28	24	44
Missing data	1	3	0	0

Table TI-83m

Teacher Interview

Teachers Believe Once A Child Is In School There Is Little A Parent Can Do At Home To Help Educate Him/Her

Agreement	BES Programs (N=32)		Regular Head Start Programs (N= 55)	
	Number	Percent	Number	Percent
Strongly disagree	31	97	52	94
Mildly disagree	0	0	1	2
Not sure/uncertain	0	0	0	0
Mildly agree	0	0	1	2
Strongly agree	1	3	1	2

Table TI-83n

Teacher Interview

Teachers Believe Because of All Their Training And Experience, Parents Should Not Try To Tell Them How To Teach

Agreement	BES Programs (N=32) Teachers Number	BES Programs (N=32) Teachers Percent	Regular Head Start Programs (N= 55) Teachers Number	Regular Head Start Programs (N= 55) Teachers Percent
Strongly disagree	10	31	34	62
Mildly disagree	12	38	12	22
Not sure/uncertain	3	9	1	2
Mildly agree	2	6	6	11
Strongly agree	5	16	2	3

Table TI-83o

Teacher Interview

Teachers Believe A Parent's Help And Interest At Home Are Absolutely Necessary For A Child To Succeed In School

Agreement	BES Programs (N= 32) Teachers Number	BES Programs (N= 32) Teachers Percent	Regular Head Start Programs (N=55) Teachers Number	Regular Head Start Programs (N=55) Teachers Percent
Strongly disagree	0	0	0	0
Mildly disagree	1	3	3	6
Not sure/uncertain	1	3	1	2
Mildly agree	4	13	2	3
Strongly agree	26	81	49	89

Table TI-83p

Teacher Interview

Teachers Believe Parents Should Not Interfere Since Teachers Know More About What Children Should Be Taught

	BES Programs (N=32)		Regular Head Start Programs (N=55)	
	Teachers		Teachers	
Agreement	Number	Percent	Number	Percent
Strongly disagree	20	63	39	71
Mildly disagree	8	25	9	16
Not sure/uncertain	1	3	0	0
Mildly agree	1	3	5	9
Strongly agree	2	6	2	4

Appendix F

Results of Classroom Observation on Alternative Classroom Environment Scales

Introduction to Appendix
Classroom Setting
Engaged Time
Allocated Time
Instructional Behaviors
Teacher Behavior Checklist
Tangible Resources Checklist

3

INTRODUCTION TO APPENDIX F

The ACES tables are arranged in this appendix as nearly as possible, in the order of the ACES instrument. There are four major sections of tables which present information on BES and Head Start: 1) target children, adults, and children present in the classroom; 2) Engaged Time/Allocated Time/Instructional Behavior Observations; 3) Teacher Behavior Checklist items; and 4) Tangible Resources Checklist items.

Table ACES-1 shows the ages of the target children. Tables ACES-2A through 21 deal with sex, ethnicity and roles of adults present in the classroom. Tables ACES-2J gives the average Adult/Child Ratios; and Tables ACES-3A through 5 deal with sex, ethnicity, primary languages, and handicaps of children present in the observed classrooms.

Tables ACES-6A and 6B show the average proportion of time spent in the various sexed groups, and correlations between group size and child engagement scores. Tables ACES-7A through 7G deal with the proportional occurrence, percentage of time, and number of minutes that target children spent in Allocated Time activities in Head Start, BES, Nap and No Nap classrooms. Tables ACES-8A through 8G deal with proportional occurrence, percentage of time and number of minutes that teachers were engaged in certain Instructional Behaviors.

The Teacher Behavior items were grouped into ten CDA Functional Areas. The items are therefore not in the same order in which they appear in the ACES instrument, but the individual items are written out in the tables. The CDA Functional Areas and the corresponding table numbers are: 1) Self Concept;

2) Cognitive and Language Competence; 3) Physical Competence; 4) Health; 5) Safety; 6) Group Management; 7) Creative Competence; 8) Individual Strength; 9) Social Development; 10) Home Center.

The Tangible Resources items were also grouped into CDA Functional Areas and appear in the tables. The Tangible Resources CDA Functional Areas and the corresponding table numbers are as follows: 1) Self Concept; 2) Cognitive and Language Competence; 3) Physical Competence; 4) Health; 5) Safety; 6) Group Management; 7) Creative Competence; and 8) Environment.

-.

Table ACES -1

Target Children's Ages

Ages	BES Programs (N=32)			Regular Head Start Programs (N=54)		
	Number	Percent		Number	Percent	
		target children	all children		target children	all children
2 yr. olds	0	0	0	0	0	0
3 yr. olds	9	6	2	21	8	2
4 yr. olds	71	47	13	136	52	15
5 yr. olds	54	36	10	86	32	10
6 yr. olds	3	2	1	14	5	2
Missing Data	14	10	3	8	3	1

Table ACES - 2A

Sex of Adults Present in Observed Classrooms

	BES Programs (N=32)	Regular Head Start Programs (N=54)
Sex	Total Number of Adults Present in Observed Classrooms	Total Number of Adults Present in Observed Classrooms
Male	7	5
Female	93	140
Missing Data	4	1

Table ACES -2B

Sex of Lead Teachers Present in Observed Classrooms*

Sex	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Lead Teachers		Lead Teachers	
	Number	Percent	Number	Percent
Male	2	7	1	2
Female	28	93	48	98

*There were more than one "lead teacher " in several classrooms

**There is no sex or role data for 3 BES Adults Present

Table ACES -2C

Sex of Assistant Teachers Present in Observed Classrooms

Sex	BES Programs (N= 32)		Regular Head Start Programs (N= 54)	
	Assistant Teachers		Assistant Teachers	
	Number	Percent	Number	Percent
Male	1	2	4	6
Female	41	98	66	93
No sex data			1	1

*There is no sex or role data for 3 BES Adults Present

Table ACES -2D

Sex of Adults in "Other" Roles Present in Observed Classrooms

Sex	BES Programs (N=32) Other Adults in Classrooms		Regular Head Start Programs (N=54) Other Adults in Classrooms	
	Number	Percent	Number	Percent
Male	4	17	0	0
Female	19	79	26	100
No sex data	1	4		

*There is no sex or role data for 3 BES Adults Present

Table ACES -2E

Ethnicity of Adults Present in Observed Classrooms

Ethnicity	BES Programs (N=32) Adults in Classroom Number	Percent	Regular Head Start Programs (N=54) Adults in Classroom Number	Percent
White, not of hispanic origin	55	53	36	25
Black, not of hispanic origin	22	21	94	64
Hispanic	13	13	16	11
Asian/Or Pacific Islander	4	4	0	0
American Indian/ Alaskan Native	8	8	0	0
Other	0	0	0	0
Missing data	2	2	0	0

Table ACES -2.F

The Ethnicity of Lead Teachers in Observed Classrooms

Ethnicity	BES Programs (N=32) Lead Teachers Number	BES Programs (N=32) Lead Teachers Percent	Regular Head Start Programs (N=54) Lead Teachers Number	Regular Head Start Programs (N=54) Lead Teachers Percent
White, not of hispanic origin	15	50	13	27
Black, not of hispanic origin	6	20	33	67
Hispanic	4	13	3	6
Asian/Pacific Islander	3	10	0	0
American Indian/Native Alaskan	2	7	0	0

*No role data reported for 8 BES Adults Present

—.

Table ACES -26

The Ethnicity of Assistant Teachers in Observed Classrooms

Ethnicity	BES Programs (N=32; Assistant Teachers Number	BES Programs (N=32; Assistant Teachers Percent	Regular Head Start Programs (N=54) Assistant Teachers Number	Regular Head Start Programs (N=54) Assistant Teachers Percent
White, not of hispanic origin	22	52	13	18
Black, not of hispanic origin	8	19	50	70
Hispanic	6	14	8	11
Asian/Pacific Islander	1	2	0	0
American Indian/Native Alaskan	4	10	0	0
Missing Data	1	2	0	0

*No role data reported for 8 BES Adults Present

Table ACES -2H

The Ethnicity of "Other" Adults in Observed Classrooms

Ethnicity	BES Programs (N=32) "Other" Adults Number	BES Programs (N=32) "Other" Adults Percent	Regular Head Start Programs (N=54) "Other" Adults Number	Regular Head Start Programs (N=54) "Other" Adults Percent
White, not of hispanic origin	14	58	10	38
Black, not of hispanic origin	7	29	11	42
Hispanic	2	8	5	19
Missing Data	1	4	0	0

*No role data reported for 8 BES Adults present

Table ACES -21

Roles of Adults Present in Observed Classrooms

Roles of Adults	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Adults in Classroom		Adults in Classroom	
	Number	Percent	Number	Percent
Lead Teacher	30	29	41	34
Assistant Teacher/Aide	42	40	71	49
Other	24	23	26	18
Missing Data	8	8	0	0

Table ACES -2J

Average Adult : Child Ratios in Observed Head Start and BES Classrooms

	BES Programs (N=32)	Regular Head Start Programs (N=54)
Number of Children	533	904
Number of Adults	104	146
Average Adult:Child Ratio	1:5	1:6

Table ACES -3A

Age and Sex of Children Present in Observed BES Classrooms

Age	Female Children in Observed Classrooms (N=32)			Male Children in Observed Classrooms (N=32)		
	Number	Percent	Range	Number	Percent	Range
2 years old	3	1	0-3	1	< 1	0-1
3 years old	37	7	0-11	16	3	0-6
4 years old	158	30	0-11	185	35	1-11
5 years old	56	11	0-11	66	12	0-11
6 years old	6	1	0-3	5	1	0-3

Table ACES -3B

Age and Sex of Children Present in Observed Head Start Classrooms

Age	Female Children in Observed Classrooms (N=54)			Male Children in Observed Classrooms (N=54)		
	Number	Percent	Range	Number	Percent	Range
2 years old	0	0	0-0	0	0	0-0
3 years old	45	5	0-6	30	3	0-4
4 years old	252	28	0-13	296	33	0-45
5 years old	110	12	0-8	116	13	0-15
6 years old	25	3	0-10	30	3	0-9

Table ACES -4A

Ethnicity of Children Present in Observed Classrooms

	BES Programs (N=32)	Regular Head Start Programs (N=54)
Ethnicity	Number of Children	Number of Children
White, Not of Hispanic Origin	232	204
Black, Not of Hispanic Origin	139	574
Hispanic	89	104
Asian/Pacific Islander	11	1
American Indian/ Native Alaskan	27	0
Other	6	1
Missing Data	29	20

Table ACES -4B

Primary Languages of Children Present in Observed Classrooms

Primary Languages	BES Programs (N=32)	Regular Head Start Programs (N=54)
	Number of Children	Number of Children
English	454	833
Spanish	39	48
Americian Indian/ Alaskan	0	0
Asian/Pacific Islander	10	2
Other	1	1
Missing Data	29	20

Table - ACES 4c

BES Program
(N=32)

Ethnicity and Primary Languages of Children Present in Observed Classrooms

Primary Languages	Hispanic			Black/Negro			White/Caucasian			American Indian/ Alaskan Native			Asian/Pacific Islander			Other		
	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range
English	49	9	0 - 13	139	26	0 - 16	232	44	0 - 21	27	5	0 - 16	2	>1	0 - 1	5	1	0 - 3
Spanish	39	7	0 - 12	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0
American Indian/ Alaskan Native	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0
Asian/Pacific Islander	1	<1	0 - 1	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	9	2	0 - 5	0	0	0 - 0
Other	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	1	<1	0 - 1

*Missing Primary Language data for 29 BES children (5% of BES children)

Table - ACES 4D

Head Start Program
(N=54)

Ethnicity and Primary Languages of Children Present in Observed Classrooms

Primary Languages	Hispanic			Black/Negro			White/Caucasian			American Indian/ Alaskan Native			Asian/Pacific Islander			Other		
	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range	No.	Percent	Range
English	55	6	0 - 12	573	63	0 - 27	204	23	0 - 16	0	0	0 - 0	1	>1	0 - 1	0	>1	0 - 0
Spanish	47	5	0 - 15	1	>1	0 - 1	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0
American Indian/ Alaskan Native	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0
Asian/Pacific Islander	2	>1	0 - 2	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0
Other	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	0	0	0 - 0	1	>1	0 - 1

*Missing Primary Language data for 20 HS children (2% of Head Start)

Table ACES -5

Handicapping Conditions of Children in Observed BES and Head Start Classrooms

Handicap	BES Programs (N=32)				Regular Head Start Programs (N=54)			
	Children Observed				Children Observed			
	Number	% of All Child.	% of Handi. Child.	Range	Number	% of All Child.	% of Handi. Child.	Range
Mentally retarded	2	<1	2	0-1	4	<1	4	0-1
Visually handicapped	7	1	6	0-3	6	<1	5	0-2
Blind	0	0	0	0-0	1	<1	1	0-1
Hearing impaired	0	0	0	0-0	2	<1	2	0-1
Deaf	10	2	9	0-4	7	<1	6	0-2
Seriously emotionally disturbed	7	1	6	0-4	6	<1	5	0-3
Specific learning disability	7	1	6	0-4	6	<1	5	0-3
Speech/language impaired	59	11	54	0-7	59	7	53	0-6
Physically handicapped	8	2	7	0-2	11	1	10	0-3
Health or other developmental impairment	9	2	8	0-2	9	1	8	0-2

Table ACES -6A

Average Proportion of Time Spent in Group and Child Selected Activities in Observed BES and Regular Head Start Classrooms

	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Percentage of Time		Percentage of Time	
Group Size	Mean	Range	Mean	Range
Entire Class	55	23-100	65	8-100
Large Group	13	0-55	11	0-55
Small Group	36	0-78	25	0-92
Child Selected Activities	20	0-100	25	0-83

Table ACES -6B

Correlations Between Group Size and Child Engagement in Regular Head Start and BES Programs

Group Size	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Correlated with Engagement	Probability	Correlated with Engagement	Probability
Entire class	- .08	.33	- .26*	< .01
Large group	.02	.80	- .05	.46
Small group	.19*	.01	.17*	< .01
Child Selected Activities	- .01	.86	- .24*	< .01

---

*p $\leq$ .01

Table ACES-6C

Average Level of Child Engagement in Regular Head Start and BES Programs

	BES Programs (N=32)	Regular Head Start Programs (N=54)
Mean Engagement Score	2.27	2.15
Standard Deviation	.37	.35

Table ACES -7A

Average Proportional Occurrence of Allocated Time Activities in Observed BES and Regular Head Classrooms*

	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Proportional Occurrence		Proportional Occurrence	
	Mean**	Range	Mean**	Range
Arrival/Departure	10	0-25	9	0-25
Transition/Unallocated time	17	0-47	17	0-60
Toothbrushing/Washing Up	8	0-30	8	0-38
Meals/Snacks	19	8-36	20	5-40
Nap/Rest Time	8	0-39	10	0-35
Free Play	34	0-86	29	0-75
Directed Play	14	0-47	9	0-37
Music/Art	15	0-47	16	0-48
Cognitive/Academic Activities	29	5-67	17	0-64
Other Activities	5	0-47	3	0-25

*Based on number of observational periods in which a particular behavior occurred out of the total number of observational periods.

**More than one activity could have been occurring within one observational period.

Table ACES -7B

Percentage of Time Apportioned Among Activities in Observed BES and Regular Head Start Classrooms

Allocated Time	BES Programs (N=32) Percentage of Time Spent Mean	BES Programs (N=32) Percentage of Time Spent Range	Regular Head Start Programs (N=54) Percentage of Time Spent Mean	Regular Head Start Programs (N=54) Percentage of Time Spent Range
Arrival/departure	7	0-20	6	0-25
Transition/unallocated time	10	0-22	11	0-26
Toothbrushing/washing up	4	0-20	4	0-16
Meals/snacks	15	7-36	16	2-36
Nap/rest time	6	0-36	9	0-35
Free play	22	0-52	22	0-67
Directed play	7	0-24	6	0-23
Music/art	8	0-25	10	0-33
Cognitive/academic activities	18	4-37	13	0-43
Other activities	3	0-23	2	0-23

Table ACES -7C

Percentage of Time Apportioned Among Activities in Observed Nap and No Nap Classrooms

	Nap Programs (N=30)		No Nap Programs (N=56)	
	Percentage of Time Spent		Percentage of Time Spent	
Allocated Time	Mean	Range	Mean	Range
Arrival/Departure	5	0-14	7	0-25
Transition/Unallocated Time	11	0-22	11	0-26
Toothbrushing/Washing Up	4	0-14	4	0-20
Meals/Snacks	14	2-29	17	6-36
Nap/Rest Time	20	6-36	2	0-9
Free Play	17	0-45	25	0-67
Directed Play	5	0-15	7	0-24
Music/Art	7	0-21	10	0-33
Cognitive/Academic Activities	13	0-43	16	0-37
Other Activities	3	0-23	2	0-21

Table ACES -7D

Percentage of Time Apportioned Among Activities in Observed Regular Head Start/BES and Nap/No Nap Classrooms

	BES Programs (N=32)				Regular Head Start Programs (N=54)			
	(N=8) Nap Programs		(N=24) No Nap Programs		(N=22) Nap Programs		(N=32) No Nap Programs	
	Percentage of Time Spent				Percentage of Time Spent			
Allocated Time	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Arrival/Departure	5	0-12	8	0-20	5	0-14	7	0-25
Transition/Unallocated Time	12	0-22	10	0-19	10	0-21	12	0-26
Toothbrushing/Washing Up	5	0-14	4	0-20	4	0-10	4	0-16
Meals/Snacks	14	7-27	16	8-36	14	2-29	17	6-36
Nap/Rest Time	20	6-36	2	0-9	20	10-35	2	0-8
Free Play	14	0-26	24	3-52	17	0-45	25	0-67
Directed Play	4	0-11	7	0-24	5	0-15	6	0-23
Music/Art	5	0-8	9	0-25	8	0-21	12	0-33
Cognitive/Academic Activities	16	4-24	19	4-37	13	0-43	13	0-36
Other Activities	5	0-23	2	0-17	2	0-23	2	0-21

Table ACES -7E

Number of Minutes Spent in Activities in Observed BES and Regular Head Start Classrooms

Allocated Time	BES Programs (N=32) Number of Minutes Mean	Range	Regular Head Start Programs (N=54) Number of Minutes Mean	Range
Arrival/Departure	16	0-57	16	0-60
Transition/Unallocated Time	28	0-82	29	0-75
Toothbrushing/Washing Up	9	0-37	10	0-31
Meals/Snacks	34	15-85	41	7-95
Nap/Rest Time	20	0-125	31	0-135
Free Play	50	0-120	56	0-147
Directed Play	15	0-60	15	0-52
Music/Art	16	0-45	25	0-84
Cognitive/Academic Activities	41	7-97	33	0-135
Other Activities	8	0-51	5	0-75

Table ACES -7F

Number of Minutes Spent on Activities in Observed Nap and No Nap Classrooms

	Nap Programs (N=30)		No Nap Programs (N=56)	
	Number of Minutes		Number of Minutes	
Allocated Time	Mean	Range	Mean	Range
Arrival/Departure	18	0-52	15	0-60
Transition/Unallocated Time	39	0-82	23	0-60
Toothbrushing/Washing Up	13	0-30	8	0-37
Meals/Snacks	48	7-95	33	12-75
Nap/Rest Time	71	12-135	4	0-15
Free Play	56	0-147	52	0-135
Directed Play	17	0-52	14	0-60
Music/Art	25	0-84	21	0-60
Cognitive/Academic Activities	46	0-135	31	0-71
Other Activities	10	0-75	4	0-37

Table ACES -7G

Number of Minutes Spent on Activities in Observed Regular Head Start/BES and Nap/No Nap Classrooms

	BES Programs (N=32)				Regular Head Start Programs (N=54)			
	(N=8) Nap Programs		(N=24) No Nap Programs		(N=22) Nap Programs		(N= 32) No Nap Programs	
	Number of Minutes				Number of Minutes			
Allocated Time	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Arrival/Departure	15	0-34	16	0-57	19	0-52	14	0-60
Transition/Unallocated Time	47	0-82	21	0-57	36	0-75	25	0-60
Toothbrushing/Washing Up	14	0-27	8	0-37	13	0-30	9	0-31
Meals/Snacks	44	21-85	31	15-75	49	7-95	35	12-75
Nap/Rest Time	71	12-125	3	0-15	71	30-135	4	0-15
Free Play	46	0-72	51	5-120	59	0-147	54	0-135
Directed Play	14	0-39	16	0-60	19	0-52	13	0-45
Music/Art	14	0-30	17	0-45	29	0-84	23	0-60
Cognitive/Academic Activities	55	15-97	36	7-67	43	0-135	26	0-71
Other Activities	17	0-51	5	0-30	7	0-75	3	0-37

Table ACES -8A

Average Proportional Occurrence of Instructional Behaviors in Observed BES and Regular Head Start Classrooms*

Instructional Behaviors	BES Programs (N=32) Proportional Occurrence Mean**	Range	Regular Head Start Programs (N=54) Proportional Occurrence Mean**	Range
Direction Giving	84	57-100	83	20-100
Informational Questioning	49	5-100	37	0-92
Lecturing/Story Telling	11	0-33	10	0-50
Assisting/Demonstrating	56	0-100	54	9-100

* Based on number of observational periods in which a particular behavior occurred out of the total number of observational periods.

** More than one behavior could be occurring within one observational period.

Table ACES -8B

Percentage of Time Spent on Instructional Behaviors in BES and Head Start Classrooms

Instructional Behaviors	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Percentage of Time Spent		Percentage of Time Spent	
	Mean	Range	Mean	Range
Direction giving	44	23-73	48	14-87
Informational questioning	20	3-42	15	0-50
Lecturing/Story Telling	4	0-14	4	0-23
Assisting/Demonstrating	24	0- 46	25	3-58

Table ACES -8C

Percentage of Time Spent on Instructional Behaviors in Nap and No Nap Classrooms

Instructional Behaviors	Nap Programs (N=30) Percentage of Time Spent Mean	Range	No Nap Programs (N=56) Percentage of Time Spent Mean	Range
Direction giving	45	19 -80	47	14-88
Informational questioning	16	1-35	17	0-50
Lecturing/Story Telling	3	0-14	5	0-23
Assisting/Demonstrating	21	3-57	26	0-58

Table ACES -8D

Percentage of Time Spent on Instructional Behaviors in BES/Head Start and Nap/No Nap Classrooms

	BES Programs (N=32)				Regular Head Start Programs (N=54)			
	(N=8) Nap Programs		(N=24) No Nap Programs		(N=22) Nap Programs		(N=32) No Nap Programs	
	Percentage of Time Spent				Percentage of Time Spent			
Instructional Behaviors	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Direction Giving	48	34-73	42	23-61	43	19-80	50	14-88
Informational Questioning	23	9-35	19	3-42	14	1-31	16	0-50
Lecturing/Story Telling	4	0-14	4	0-9	3	0-9	5	0-23
Assisting/Demonstrating	13	6-33	28	0-46	24	3-57	25	6-58

Table ACES -8E

Number of Minutes Spent On Instructional Behaviors in BES and Regular Head Start Classrooms

Instructional Behaviors	BES Programs (N=32)		Regular Head Start Programs (N=54)	
	Number of Minutes		Number of Minutes	
	Mean	Range	Mean	Range
Direction Giving	107	30-275	121	37-262
Informational Questioning	46	5-135	39	0-124
Lecturing/Storytelling	9	0-31	11	0-45
Assisting/Demonstrating	53	0-125	65	10-206

Table ACES -8F

Number of Minutes Spent On Instructional Behaviors In Nap and No Nap Classrooms

Instructional Behaviors	NAP Programs (N=30)		No Nap Programs (N=56)	
	Number of Minutes		Number of Minutes	
	Mean	Range	Mean	Range
Direction Giving	154	72-275	95	30-172
Informational Questioning	55	4-135	35	0-112
Lecturing/Storytelling	11	0-32	10	0-45
Assisting/Demonstrating	71	10-206	55	0-125

Table ACES -8G

Number of Minutes spent on Instructional Behaviors in BES/Head Start and Nap/No Nap Classrooms

	BES Programs (N=32)				Regular Head Start Programs (N=54)			
	(N=8) Nap Programs		(N=24) No Nap Programs		(N=22) Nap Programs		(N=32) No Nap Program	
	Number of Minutes				Number of Minutes			
Instructional Behaviors	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Direction Giving	167	72-275	87	30-150	149	72-262	102	37-172
Informational Questioning	75	35-135	37	5-75	47	4-124	33	0-112
Lecturing/Story Telling	13	0-31	8	0-21	10	0-32	11	0-45
Assisting/Demonstrating	40	14-65	57	0-125	82	10-206	52	10-120

Table ACES - Teacher Behavior 1

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher greet children upon arrival or departure?	94	3	82	12	98	0	92	8
2. Did the teacher allow most children to choose some of their own large-muscle activities?	94	3	94	3	94	4	96	4
3. Did the teacher acknowledge children who had been absent and say things like "We miss you, we're glad you're back?"	36	58	27	67	34	62	23	75
4. Did the teacher use songs, exercise, etc., that used the names of children?	42	48	36	55	49	49	43	57
5. Did the teacher ask about any of the children's families?	42	52	33	61	45	51	32	66
6. Did the teacher acknowledge most children by the names?	94	0	91	3	94	4	96	4
7. Did the teacher keep from comparing children in unfavorable ways?	91	3	88	6	96	2	98	2

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 1

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
8. Did the teacher make tapes of children's voices for them to hear?	9	85	3	91	2	98	0	100
9. Did the teacher show favoritism?	0	94	0	94	2	96	2	98
10. Did the teacher seem genuinely concerned about how the children felt?	85	9	73	21	87	11	85	15
11. Did the teacher respond to individual needs in a way which encouraged children to appreciate themselves?	79	15	73	21	83	15	81	19
12. Did the teacher ask children how they were feeling (happy, angry, sad)?	30	64	30	64	45	49	40	58
13. Did the teacher interact with some children on a one to one basis?	94	0	88	6	94	4	94	6

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 1

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
Item	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
14. Did the teacher tell any children that it was all right to make mistakes sometimes?	33	61	24	70	32	66	25	75
15. Did the teacher ask children to assist in tasks?	85	6	76	15	87	11	79	21
16. Did the teacher encourage or allow children to pursue their own interests independently?	82	12	73	21	77	21	74	26
17. Did the teacher encourage children to try new things on their own?	30	64	24	70	30	66	25	75
18. Did the teacher use songs, exercises, etc., that directed children to identify parts of their bodies?	45	48	48	45	64	34	51	49
19. Did the teacher praise children by name for correct answers or good performance?	91	3	88	6	94	4	83	17

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 1

Observer Responses to TEACHER BEHAVIOR Items on the
Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
20. Did the children appear comfortable in approaching the teacher with questions and requests for assistance?	91	3	85	9	96	2	94	6
21. Did the teacher hold, cuddle, or display affection with children?	76	18	64	30	81	17	83	15

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 2

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: COGNITIVE AND LANGUAGE COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher encourage discussion at breakfast/lunch/snack?	67	30	61	36	74	23	64	34
2. Did the teacher encourage the children to identify ingredients and foods at breakfast/lunch/snack?	39	58	30	67	40	55	30	66
3. Did the teacher encourage discussion in groups?	73	21	64	30	77	21	57	43
4. Did the teacher read books with (to) children?	76	18	61	33	70	28	38	62
5. Did the teacher ask questions while reading books with (to) children?	70	24	55	39	68	30	32	68
6. Did the teacher explain, inform, or discuss such topics as insects, food, weather, etc., (i.e. their environment, the world)?	52	39	42	52	47	51	21	79

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 2

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: COGNITIVE AND LANGUAGE COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
7. Did the teacher ask questions of individual children and encourage them to speak during discussions of general topics?	76	18	55	39	81	17	49	49
8. Did the teacher facilitate use of materials or equipment for experimentation in science activities?	33	61	24	70	25	74	21	79
9. Did the teacher encourage most children to look at books some of the time?	64	30	48	45	47	51	32	68
10. Did the teacher speak to and listen to individual children at eye level?	91	3	85	9	91	7	91	9
11. Did the teacher encourage or allow any children to explore different aspects of water in relation to other materials?	30	58	33	55	26	68	24	72

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 2

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: COGNITIVE AND LANGUAGE COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
12. Did the teacher ask children to speak in complete sentences?	42	48	24	64	19	77	15	83
13. Did the teacher encourage children to pronounce words clearly?	45	45	30	61	36	60	23	74
14. Did the teacher encourage children to describe what they observed?	64	27	48	42	72	24	43	57
15. Did the teacher talk about the meaning of words?	27	64	15	76	23	75	9	91
16. Did the teacher individualize most children's classroom experiences?	48	42	42	48	42	55	42	58
17. Did the teacher, when introducing new activities, explain what they would be doing and why?	42	48	27	64	58	40	25	75
18. Did the teacher make reference to things previously learned?	48	42	27	64	64	34	28	70

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 2

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: COGNITIVE AND LANGUAGE COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
19. Did the teacher provide activities and experiences which encourage questioning, probing, and problem solving?	61	30	55	36	45	51	40	60

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 3

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: PHYSICAL COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher encourage or allow activities devoted to large muscle development?	91	3	91	3	89	9	91	9
2. Did the teacher encourage games which involved running, jumping, skipping, etc.	49	45	42	52	60	38	40	60
3. Did the teacher participate in such games?	33	61	36	58	49	45	43	51

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 4

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HEALTH

	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
Item	% Yes	% No*	% Yes	% No*	% Yes	% No	% Yes	% No*
1. Did the teacher check any children for colds, swollen glands, allergies, etc.?	30	67	24	73	32	66	23	77
2. Did the teacher encourage or allow most children to wash their hands before eating?	82	15	85	12	89	7	85	13
3. Did the teacher wash his or her hands before serving food?	36	61	33	64	38	58	40	58
4. Did the teacher talk with the children about how foods are prepared?	15	82	12	85	25	71	15	83
5. Did the teacher encourage children to brush their teeth at the center?	94	3	91	6	83	13	75	23
6. Did the teacher have any discussion with the children about health?	27	67	15	79	23	75	17	83

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 5

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SAFETY

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher make sure that children were picked up by/or delivered to a responsible person at the end of the day?	91	3	85	9	89	7	89	9
2. Did the teacher clean up spills promptly (liquid, food)?	55	12	64	3	53	24	64	17
3. Did the teacher discuss safety rules?	18	76	15	79	30	66	25	75
4. Did the teacher enforce safety rules?	79	15	67	27	75	19	70	28
5. Did the teacher seem to be aware of dangerous situations?	85	13	76	18	79	15	81	19
6. Did the teacher caution children quickly and appropriately if there was physical danger?	74	24	58	33	73	18	66	32

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 6

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did children often intrude upon each other's activities?	15	79	12	79	23	75	15	79
2. Did the teacher use a negative tone with children?	15	79	18	76	11	87	13	87
3. Did the teacher use a clear, firm, and postive manner when giving guidelines to children?	73	21	64	30	92	6	77	23
4. Did the teacher relinguish any activities to another adult?	94	0	52	36	94	4	51	47
5. Was the teacher free from anger and punitiveness when moderate misbehavior occurred?	88	6	79	15	96	2	96	4
6. Was the teacher free from anger and punitiveness when major misbehavior occurred?	48	15	42	21	40	28	45	25
7. Did the teacher ever discuss rules with the children?	45	48	33	61	55	43	38	62

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 6

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
Item	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
8. Did the teacher use a positive manner when pointing out when a child had broken a rule?	76	15	67	24	85	13	62	38
9. Did the teacher make clear to children the plans for the day?	42	52	24	70	53	45	28	70
10. Did the teacher usually give directions in a clear, positive way?	79	12	67	24	89	7	64	34
11. Did the teacher remind children to go to the bathroom?	73	21	64	30	74	24	66	34
12. Did the teacher manage the classroom in such a way that most children were generally involved in some activity?	88	3	82	9	96	2	79	21
13. Did the teacher seem flexible (able to change plans as a new event arose)?	88	6	79	15	92	6	77	23

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 6

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
14. Did the teacher maintain control of the class?	88	6	85	9	92	6	77	23
15. Did the teacher sometimes work with a small group of children?	94	0	94	0	92	6	92	8
16. Did the teacher usually wait for children to settle down, or praise or acknowledge children who sat quietly when she wanted their attention?	76	18	70	24	87	11	66	34
17. Did the teacher usually announce to children (individually or group) when it was time to clean up?	91	3	76	18	91	7	75	25
18. Did the teacher use such methods as "follow the leader" to guide children into the next activities?	58	36	39	55	36	62	32	68

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 6

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
19. Did the teacher usually give a five minute (or so) warning time to children when an activity was about to change?	27	67	24	70	49	49	38	62
20. Did the teacher encourage or allow solitary play?	85	9	76	18	89	9	83	17
21. Did the teacher allow enough time for activities to be completed by the children?	91	3	85	9	94	4	92	8
22. Did the teacher have rules for the maximum number of children in various classroom or activity areas?	64	30	55	39	45	53	45	55

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 7

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: CREATIVE COMPETENCE

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher encourage or allow children to do art projects any way they liked?	82	12	70	24	62	36	57	43
2. Did the teacher encourage or allow children to do such things as act out songs, poems, or stories?	30	64	30	64	30	68	30	70
3. Did the teacher encourage or allow children to dance freely?	27	67	24	70	25	74	19	81
4. Did the teacher encourage or allow children to make up games?	45	45	39	55	36	62	38	62
5. Did the teacher encourage or allow children to sing spontaneously?	12	82	15	79	21	77	21	79
6. Did the teacher encourage or allow children to express their feelings and ideas?	70	24	64	30	68	30	60	40
7. Did the teacher provide a variety of experiences and materials that stimulated the children to explore and express their creative abilities?	70	24	61	30	55	43	55	45

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 8

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: INDIVIDUAL STRENGTH

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher encourage or allow children to hang up outdoor clothes?	79	6	79	3	80	9	79	11
2. Did the teacher encourage or allow children to put on their own coats?	79	3	76	6	83	8	83	9
3. Did the teacher encourage or allow children to tie or buckle their own shoes?	33	64	27	70	57	42	51	49
4. Did the teacher encourage or allow children to zip or button their own clothes?	70	27	70	27	83	15	83	17
5. Did the teacher encourage or allow children to pour their own drinks?	36	61	33	64	38	58	38	60
6. Did the teacher encourage or allow children to pass food to other children?	45	52	45	52	55	41	55	43

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 8

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: INDIVIDUAL STRENGTH

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
7. Did the teacher encourage or allow children to choose their own portions?	48	48	42	55	62	34	62	36
8. Did the teacher encourage or allow children to fold up their own blankets?	24	64	24	64	11	74	11	75
9. Did the teacher encourage or allow children to blow their own noses?	48	45	36	58	58	40	55	45
10. Did the teacher encourage or allow children to clean up their own toys and put things away when finished?	94	0	94	0	94	4	92	8
11. Did the teacher encourage or allow children to select their own food?	47	49	47	51	30	67	30	67

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 9

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SOCIAL DEVELOPMENT

	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
Item	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher sometimes allow children to help others?	85	9	73	21	91	7	89	11
2. Did the teacher sometimes request children to share?	73	21	70	24	83	13	68	32
3. Did the teacher sometimes praise children for sharing?	58	36	48	45	66	32	49	51
4. Did the teacher ask children to consider each other's feelings?	55	39	36	58	55	41	43	55
5. Did the teacher ask children to listen to each other during group times?	73	21	55	39	77	21	53	45
6. Did the teacher encourage children to take turns in using materials?	94	0	79	15	79	17	62	38
7. Did the teacher encourage children to play with one another in free play situations?	48	45	48	42	62	36	53	47

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 9

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SOCIAL DEVELOPMENT

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
8. Did the teacher encourage children to respect the needs and feelings of other children?	64	30	52	42	72	26	51	49

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Teacher Behavior 10

Observer Responses to TEACHER BEHAVIOR Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HOME CENTER

Item	BES Programs (N=32 classes)				Head Start Programs (N=54 classes)			
	Lead Teacher		Other Adult(s)		Lead Teacher		Other Adult(s)	
	% Yes	% No*	% Yes	% No*	% Yes	% No*	% Yes	% No*
1. Did the teacher speak to any parents who accompanied their children?	64	33	45	48	81	17	68	30

F-58

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 1

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Were there name tags or symbols for the children on the place for their personal belongings (e.g., cubbies, coat racks, or other places)?	91	6	79	21
2. Were charts posted that show heights and weights of most children by name?	42	52	15	85
3. Were there any pictures or posters on walls that reflected ethnic groups?	79	15	79	21
4. Were any objects present that reflected various holiday customs or cultures (e.g., Pinatas, Hanukkah candles, food)?	36	52	38	62
5. Were any of the children's self portraits, paintings or clay displayed?	73	21	70	30
6. Were any photographs of children displayed?	67	27	40	60

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 1

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SELF CONCEPT

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
7. Were there any mirrors provided for children to see themselves (e.g., full length, or child-level)?	85	9	79	21
8. Were there tape recorders available?	55	33	23	75

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 2

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: COGNITIVE AND LANGUAGE COMPETENCE

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Were several age-appropriate books available (i.e., more than 10)	91	3	98	2
2. Were there materials or equipment for experimentation in science activities?	64	30	62	36
3. Were there any language development teaching machines (e.g., language masters, records, audio tapes)?	70	24	60	40

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 3

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: PHYSICAL COMPETENCE

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Were there child-size work tools (brooms, rakes, dust pans)?	73	18	70	30
2. Were there blocks?	94	0	100	0
3. Were there small wheel toys, cars, trucks, etc.	94	0	96	2
4. Were there child-sized skill equipment: carpentry, sewing?	73	21	51	47
5. Were there balls or bean bags?	73	18	74	24
6. Were there tricycles?	61	33	38	55
7. Were there jungle gyms, climbers?	73	21	74	19
8. Were there ladders?	76	18	60	32
9. Were there climbing ropes?	24	70	6	87
10. Were there balancing beams or bouncing boards?	52	42	38	55
11. Was there basketball and hoop (child level)?	9	85	15	77

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 3

Observer Responses to TANGIBLE RESOURCES Items on the
Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: PHYSICAL COMPETENCE

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
12. Were there swings and slides?	76	18	79	13
13. Were there wagons?	61	33	43	49
14. Were there roller skates?	9	85	2	91
15. Were there hula hoops?	33	61	11	81
16. Was there a swimming or wading pool?	0	94	0	92
17. Was there sand to be in (box or area)?	61	33	43	49
18. Were there child-sized chairs and tables?	91	3	96	4

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 4

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HEALTH

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Was the play yard clean and litter-free?	73	21	81	11
2. Was at least one menu posted?	70	24	57	43
3. Were there any posters on the wall about nutritious/balanced foods?	42	52	49	51
4. Was the kitchen clean and free of odors?	88	6	76	22
5. Were all tables clean for snacks?	94	0	100	0
6. Was all garbage disposed of properly (food)?	91	0	96	4
7. Was the food storage area free of insects or rodents?	85	9	83	17
8. Was the food storage area clean and free of odors?	85	9	83	17
9. Were disposable dishes and/or utensils used?	58	33	45	55

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 4

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HEALTH

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
10. Were all dishes washed hygenically (e.g., use of detergents or dishwasher)?	42	3	49	4
11. Were there individual cups or glasses for drinking?	79	15	75	21
12. Was lighting adequate for children?	94	0	100	0
13. Was the indoor temperature not execessively hot or cold for the children?	82	12	85	15
14. Did the bathroom have soap?	94	0	93	7
15. Were paper or cloth towels available for children?	94	0	91	9
16. Were tissues (e.g., Kleenex, toilet tissue) available for the children?	91	3	87	13
17. Were first aid supplies available and stored together (soap, antiseptics, bandages, thermometers, etc.)?	79	15	79	21

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 4

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HEALTH

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
18. Were there any posters on the walls about first aid (such as cleaning and bandaging wounds)?	45	48	36	64
19. Was a list kept of children with allergies?	55	39	40	58
20. Was there an isolated area for removal of sick children?	76	15	55	44
21. Were all the hallways clean?	91	3	87	13
22. Were all the indoor areas clean?				
23. Was the bathroom clean and free of odors?	85	6	92	8
24. Was there a clean rug for children to sit on?	85	9	75	23
25. Was all trash disposed of properly (paper)?	85	6	94	4
26. Were all the rooms well ventilated (free of smoke, steam, etc.)?	91	3	96	4

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 4

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: HEALTH

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
27. Were all toys clean and free of foods and/or other sticky substances?	94	0	100	0
28. Were most toothbrushes labeled with children's names or identification markings?	88	3	79	21
29. Were there provisions made for laundering clothes, blankets, cot covers?	12	82	11	89
30. Were cot covers clean?	6	82	17	72

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 5

Observer Responses to *TANGIBLE RESOURCES Items on the* Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SAFETY

Item	BES Programs (N=32 classes) % Yes	BES Programs (N=32 classes) % No*	Head Start Programs (N=54 classes) % Yes	Head Start Programs (N=54 classes) % No*
1. Was outdoor equipment in safe condition?	79	15	81	11
2. Were there barriers or railings around any porch, walkway, play area that were three feet or more above ground?	67	24	60	30
3. Was information on emergency first aid measures readily available (for burns, poisons)?	88	6	49	43
4. Were doors outside of center secured in a safe way (i.e., locks out of reach of children, but easily opened in emergencies)?	79	15	75	17
5. Was yard fenced with safety gate(s) or lock(s)?	64	30	68	24
6. Was indoor furniture in safe condition?	94	0	98	2
7. Did most furniture and equipment have rounded corners?	91	3	94	6

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 5

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SAFETY

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
8. Were floors and steps free of defects (loose, broken tiles, boards, etc.)?	94	0	91	9
9. Were all floors non-slippery when dry (e.g., not over-polished)?	91	3	100	0
10. Were all toys and materials safe?	94	0	98	2
11. Were all rugs rubber-backed, taped or nailed to the floor to prevent falls?	82	12	66	17
12. Did all doors leading outside have exit signs?	61	33	62	38
13. Were there any fire alarms (e.g., boxes) in the center?	64	30	68	32
14. Was a fire extinguisher in the center?	88	6	92	7

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 5

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SAFETY

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
15. Were any evacuation signs posted in case of fire?	70	24	64	36
16. Was parent information for most children available near the telephone?	82	12	62	38
17. Was a community emergency (or hospital) number available near the telephone?	79	15	74	26
18. Was physician's emergency number available near the telephone?	70	24	66	34
19. Was information on emergency first aid measures readily available (for burns, poisons)?	76	18	58	41
20. Did all electrical outlets (within reach) have caps or covers?	45	49	40	60

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 5

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: SAFETY

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
21. Was storage out of reach of children for first aid supplies, medicines, cleaning agents, firearms, chemicals, cosmetics, etc.?	91	3	89	11
22. Were all well-traveled areas clear of material or equipment which could cause falls?	88	6	98	2
23. Was access to all exits clear?	82	12	92	6
24. Was a gate present at top and bottom of all stairs?	12	82	2	96
25. Were railings (banisters) intact on all stairways?	52	42	40	58
26. Were safety rules posted?	58	36	43	53

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 6

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Were special play areas defined (block corner, quiet area, dress up, etc.)	91	6	98	2
2. Were there enough cubbies for each child's personal belongings?	91	6	81	19
3. Were there any rules for the number of children allowed in each area?	51	36	43	56
4. Was any of the children's art work displayed?	94	3	92	6
5. Were some bulletin boards at child-eye level?	94	3	94	6
6. Was there a science area?	79	18	77	21
7. Was there a listening area? (records, tapes, language master)	79	18	62	36
8. Was there a reading area or quiet area?	82	15	77	23

*If % yes and % no do not total 100%, the remaining % was missing data.

F-73

Table ACES - Tangible Resources 6

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: GROUP MANAGEMENT

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
9. Were there any small private areas where a child could be alone?	61	33	49	51
10. Were any active activities arranged or available for the children? (e.g. (e.g., record/dancing area).	85	13	88	6
11. Were any groups arranged or available where children worked together on a project? (e.g., housekeeping center, science center).	89	11	88	6
12. Were any groups arranged or available where most children listened to each other or to a story?	91	9	91	3

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 7

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: CREATIVE COMPETENCE

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Were there nature materials: rocks, feathers, fur, leather, plants, shells?	73	18	77	23
2. Were there materials to explore: modeling clay, play dough, finger paints, clay, mud, glue, starch, etc.?	91	3	92	8
3. Were there art materials: pencils, crayons, paper, scissors, paints, etc.	94	0	100	0
4. Were there puppets (paper, cloth, etc.)	64	27	53	47
5. Were there musical instruments?	55	33	57	43
6. Were there dress-up clothes?	70	24	89	11
7. Were there dramatic play props?	70	24	63	36
8. Were there records for dance or spontaneous expression?	85	6	81	17

*If % yes and % no do not total 100%, the remaining % was missing data.

F-74

Table ACES - Tangible Resources 7

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: CREATIVE COMPETENCE

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
9. Were there doll houses?	70	21	53	47
10. Was there doll house equipment, toy village, toy farm?	73	18	55	43
11. Were there dolls?	94	0	96	4
12. Were there ethnic dolls?	61	27	75	25
13. Were there animals to hold?	21	73	6	94
14. Were there animals to observe: birds, fish, caged animals?	55	39	34	66
15. Were there weaving materials?	21	70	13	87
16. Was there dirt to dig in for planting?	58	36	53	40

*If % yes and % no do not total 100%, the remaining % was missing data.

Table ACES - Tangible Resources 8

Observer Responses to TANGIBLE RESOURCES Items on the Aces Observation System, Adapted From the CDA Checklist

CDA Functional Area: ENVIRONMENT

Item	BES Programs (N=32 classes)		Head Start Programs (N=54 classes)	
	% Yes	% No*	% Yes	% No*
1. Was the classroom moderately noisy?	85	9	96	4
2. Was the emotional environment pleasant, supportive, personalized?	94	0	94	6
3. Was there time for comfortably going about all activities and transitions? (Not herded or hurried)	94	0	96	4
4. Overall, did the center seem crowded?	3	91	15	85
5. Overall, did the environment seem well-organized (orderly)?	94	0	92	8
6. Were there many accidental spills or breakage?	6	85	9	89

*If % yes and % no do not total 100%, the remaining % was missing data.